Community Charter Network School (CCNS)

2540 N. Capitol Avenue
Indianapolis, IN 46208

Charter Applicant Information Sheet

Legal name of organization applying for the charter: 21st Century Charter School @ Fall Creek d/b/a Community Charter Network (CCNS)

Name of proposed school: TBD, referred to herein as Community Charter Network school (CCNS)

Applicant's authorized representative: Charlie Schlegel

Full mailing address (include city, state, zip code): 2540 N. Capitol Ave., Indianapolis, IN 46208
Daytime telephone number: 317-536-1026
E-mail address: cschlegel@teamcfaindy.org
Location of school: 2540 N. Capitol Ave., Indianapolis, IN 46208
School district of location: Indianapolis Public Schools

Anticipated opening date: August 2014

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2014 – 2015	K-12	565
Second Year	2015 – 2016	K-12	590
Third Year	2016 – 2017	K-12	615
Fourth Year	2017 – 2018	K-12	640
Fifth Year	2018 – 2019	K-12	650
Sixth Year	2019 – 2020	K-12	650
Seventh Year	2020 – 2021	K-12	650
Maximum		K-12	650

Is school single-gender or co-educational? Co-educational

Are you planning to work with a management organization? No

If so, please indicate the name of management organization:

Have you submitted this application to other authorizer(s)?
No

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit this application to another authorizer before the Mayor's Office makes a final determination on your application?
No

Have you submitted any other applications to a authorizer in the previous five (5) years?
Yes

If so, please indicate the name of *the authorizer, the date, and the name of the school* on the application.
> Ball State University, February 2012, Fall Creek Academy &
> Mayor of Indianapolis, September 2012, Vision Academy

Table of Contents

I. Vision
A. Mission

The CCNS serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, CCNS will provide our students the instruction, support and motivation they need to consistently meet and exceed academic standards, ensuring their success as future college graduates and life-long learners.

B. Need
The City of Indianapolis
According to the National Assessment of Education Progress (NAEP), less than half of our fourth graders are proficient in math; almost two thirds of our eighth graders are not yet proficient readers and writers. Clearly, too few of our schools are keeping up with the education required for a high-skilled, technology-based global economy.

Proficiency levels among today's students (and tomorrow's citizens) are worse among Black and Latino students - the majority population in most urban communities. Indianapolis stands out as particularly low-performing. In fact, according to a 2008 report from America's Promise Alliance, Indianapolis's graduation rate was just 31%, ranking it among the five worst of major metropolitan areas in the country. In 2010, the Schott Foundation identified Indianapolis as one of the top ten cities with the largest gap between the graduation rates of its African-American males and that of its White males – a 30 percentage point gap in achievement.

Clearly, our city is suffering through an alarming gap between the education required in a 21st century economy and that which we are able to provide for our families. The fact that this gap is widest among low-income families only heightens the seriousness of this issue. It presents significant challenges not only for the economic health of our city but also our commitment to principles of freedom, equality and opportunity on which our democracy depends.

The Mid-North/ Mapleton-Fall Creek Neighborhood
The Community Charter Network School will open in the building currently occupied by Fall Creek Academy at 2540 N. Capitol Avenue and, within 2 years of operation, will relocate to a new construction site within 0.5 miles of this location. We expect to serve a significant number of students from the nearby area as well as student from across Indianapolis. The figure below shows a matrix of schools within 3 miles of our opening location. The schools shown are open to all (as CCNS intends to be) and do not include magnet schools that require an application for admission. The data describes the demographics, location, and academic performance of each school.[1] While there are a number of schools in the vicinity, the majority of these are highly underperforming with an average ISTEP proficiency rate of 46% and ECA proficiency rate of 54%, both well below the state averages. Of the 14 schools, only 2 received an accountability grades higher than a D in the 2011-12 school year. Eighty-four percent of students at the public, open enrollment schools within 3 miles of

---

[1] Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from http://compass.doe.in.gov/dashboard/overview.aspx

our opening location qualify for free or reduced lunch. CCNS anticipates serving a student population above 80% eligible for this program. The schools around our location serve populations of predominantly African American students, while Hispanic and white students most often make up the minority. We expect our student population to mirror this trend.

School	Distance from CCNS	Grades Served	Free/ Red. Lunch	Largest Racial Population	2011-12 ISTEP+ Proficiency	2011-12 ECA Proficiency Rate (Eng 10 +	2011-12 State Accountability Grade
Flanner House Elementary School	<1 mile	KG-6	80%	Black – 97%	53%	NA	D
Elder W Diggs School 42	<1 mile	PK-6	85%	Black – 94%	43%	NA	F
Herron High School	1.1 miles	9-12	36%	White-71%	NA	87%	A
Louis B. Russell 48	1.3 miles	PK-6	90%	Black – 96%	36%	NA	F
Riverside School 44	1.4 miles	PK-6	92%	Black – 79%	24%	NA	F
James Whitcomb Riley 43	1.8 miles	KG-7	86%	Black-85%	60%	NA	A
Arsenal Tech High School	2.2 miles	9-12	85%	Black-57%	NA	47%	D
Theodore Potter 74	2.2 miles	KG-6	88%	Hispanic-52%	62%	NA	D
Wendell Phillips School 63	2.3 miles	KG-6	90%	Black – 70%	53%	NA	D
Indianapolis Metropolitan High	2.6 miles	9-12	78%	Black-77%	NA	27%	D
Washington Irving 14	2.8 miles	PK-5	93%	Hispanic-77%	53%	NA	F
Thomas Gregg 15	2.9 miles	PK-6	94%	NA	39%	NA	F
Brookside 54	3 miles	KG-6	94%	Black-68%	38%	NA	F
State Averages	**NA**	**PK – 12**	**49%**	**White-72%**	**72%**	**71%**	**NA**

Additionally, a recent student by the IFF identified 11 priority neighborhoods where the greatest need for high quality student seats exists. We expect to recruit in these areas, as many are near our current location. In fact, our school is adjacent to area 19 (46222) which was identified as the 2nd ranking priority area.[2] In K – 8, the demand was determined to be 4,686 seats and the service gap was 3,717; meaning that only one in 5 students in this neighborhood attends a high-performing school. At the high school level (9-12) the gap is even greater with a demand of 1,441 seats and a gap of 1,338. Of these 1,441 students, fewer that 1 of every 10 attends a high-performing school.

---

[2] IFF. (2013). The Shared Challenge of Quality Schools: A place-based analysis of school performance in Indianapolis. Retrieved August 20, 2013, from http://iff.org/resources/content/2/8/documents/INDreport.pdf.

With our location just to the east of this area, we will work especially hard to ensure students and families in these neighborhoods know of the educational opportunities CCNS provides and, in turn, help ensure that a greater share of these students are able to attend a high quality school. See Attachment 1 for map that shows the distance between our opening location and area 19.

Post-Secondary Education Attainment

Beyond the K – 12 classrooms, far too few American's from low-income families are going on to earn 4-year degrees. Today, 32.9 percent of all Americans aged 25 to 34 have earned a bachelor's degree or higher.[3] Indiana ranks 43rd in the nation for its percentage of adults with a bachelor's degree or higher.[4] For students from low-income families, the college completion rate is even lower: only 8.3 percent have earned a bachelor's degree by their mid-20s.[5] In today's global economy, a college degree has become increasingly necessary in order to attain competitive jobs, a steady income, and self-sufficiency. An increasing number of new job opportunities require some post-secondary education.[6] Our high school model (dual credit and Early College) will address this disparity by ensuring that our graduates are farther along the path to attaining a post-secondary degree. Moreover, we intend to build out supports for students after they graduate from our secondary campus so that we are offering tangible support and direction as they pursue and attain their post-secondary degrees.

Addressing the Need

The Community Charter Network School will fill the great need in our city and in our surrounding neighborhood by replicating a proven school at the primary level (Challenge Foundation Academy) and building an Early College high school model. Through this K – 12, college preparatory model, our school community will walk with students and families from their first day of formal education through the attainment of their college degree.

C. Goals

The Community Charter Network fully embraces the *Performance Framework*, recently amended and published through the Mayor's Office. For years, the team at the *Challenge Foundation Academy* (CFA) has used this framework to monitor our growth and development and regularly reflect on areas of strength and growth. Each year, CFA's performance on each of the measures of the Performance Framework has helped inform our Improvement Priorities, a document CFA Board and school leaders use to guide its allocation of resources and attention throughout the year. See Attachment 2 for an example of improvement priorities that came out of a CFA's Performance Analysis. The Board and leadership team at CCNS intends to take a similar approach and use this

---

[3] U. S. Census Bureau. (2010). Educational Attainment by Selected Characteristics: 2010. Retrieved August 20, 2013, from http://www.census.gov/compendia/statab/cats/education/educational_attainment.html.

[4] Center of Excellence in Leadership of Learning. (2013). Early College in Indiana. Retrieved August 20, 2013 from http://cell.uindy.edu/ECHS/earlycollegeinindiana.php

[5] Mortenson, Tom. "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009." http://www.postsecondary.org.

[6] A 2011 study by the Harvard University Graduate School of Education, "Pathways to Prosperity," projects that nearly two-thirds of the 47 million new jobs created through 2018 will require employees to have some postsecondary education. Moreover, only 36 percent of workers with only a high school degree will fill these jobs.

same framework to analyze our results, gauge our progress, and identify priorities for continuous growth.

Academic Performance Goals

Mission Statement: CCNS serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, CCNS will provide our students the instruction, support and motivation they need to consistently meet and exceed academic standards, ensuring their success as future college graduates and life-long learners.

<u>**Academic Performance Goal #1:**</u> All students, third through eighth grade, will achieve personal growth goals in English Language Arts by the end of each school year.

Performance Indicators: Students, grades 2 – 8, will achieve personal growth goals upon completion of the NWEA Spring test of each academic year. Classroom teachers and the students themselves will set goals based on NWEA performance in the fall test. They will then track their scores throughout the year and monitor their progress toward personal growth goals.

Assessment Tools: NWEA is a standardized assessment, designed to assess students' vocabulary, grammar and reading comprehension on a criterion-referenced scale. Based on grade level standards and fall performance, NWEA sets individual growth goals for each student. We use NWEA in August, January and May to measure students' reading growth.

Attachments: Attachment 2: NWEA goals sheet

Rationale for Goal and Measures: To assure our scholars are prepared to succeed academically, it is critical that they develop as readers and writers. Too often, students without skills as young readers fall behind and off a "college track." NWEA has proven to be an excellent, easy-to-administer tool to help students, teachers, and parents monitor student performance, in relation to local and national standards. If our scholars are to enter high school prepared to take advantage of our early college program, all must be on track as developing readers.

Assessment Reliability and Scoring Consistency: Based on our experience at CFA and schools nationally, NWEA has proven to be an effective way to measure student growth. According to its website, NWEA maintains the most extensive collection of student growth data in the country. Equally important, we have gained increased confidence among our schools in effectively tracking student growth and communicating

Baseline Data: Our baseline data will be generated in September of our first year and each year after, once each student has completed the initial NWEA assessment.

3rd-Year Target:
- *Does not meet standard:* Less than 70% of students achieve personal growth goals.
- *Approaching standard:* 70%-80% of students achieve personal growth goals.
- *Meets standard:* 81-95%% of students achieve personal growth goals.
- *Exceed standard:* 95% or more students achieve personal growth goals.

6th-Year Target:
- *Does not meet standard:* Less than 80% of students demonstrate mastery of grade level standards and achieve personal growth goals.
- *Approaching standard:* 80%-87% of students demonstrate mastery of grade level standards or achieve personal growth goals.
- *Meets standard:* 88%-97% of students demonstrate mastery of grade level standards or achieve personal growth goals.
- *Exceed standard:* 98% or more of students demonstrate mastery of grade level standards or achieve personal growth goals.

Academic Performance Goal #2: The Community Charter Network will steadily increase in the mean number of college credits earned among CCNS 11th and 12th graders and, in turn, the number of credits with which each senior graduates.

Performance Indicator: CCNS Guidance Counselor will track closely the participation and performance of CCNS juniors and seniors in dual credit courses (at Ivy Tech and CCNS, when available). At the close of each semester, CCNS will report on the number of credits each student earned and find the mean. Upon graduation, the Counselor will also compute the number of college credits with which each student graduates.

Assessment Tools: In order to satisfy the requirements of a dual credit course, CCNS students must earn a C or better.

Attachments: None

Rationale for Goal and Measure: CCNS is uniquely situated to take advantage of the opportunity Ivy Tech presents for students to earn college credits, even as they earn their high school diploma. We believe, in taking advantage of this opportunity, our students will enter college with a "head start" and, consequently, a better chance to graduate and enter a highly-skilled work force. Additionally, the junior and senior year of high school lacks clear measures of accountability, as other grades do. Setting college credits as our goal allows CCNS to hold itself and its students accountable for making the most of their high school years.

Assessment Reliability and Scoring Consistency: By their very nature, we expect that dual credit courses will vary in difficulty based on a multitude of things (professor, text, course level, etc). However, utilizing the mean number of credits earned will give us a balanced view of the degree to which we are meeting our goal of having our students graduate with a significant number of transferable college credits.

Baseline Data: The baseline data for the mean number of college credits CCNS juniors and seniors earn each semester will be recorded during the 2014-2015 school year. The number of college credits earned by each CCNS graduate will be recorded in June 2015.

3rd-Year Target:
- *Does not meet standard:* The mean number of college credits earned among CCNS Juniors and Seniors was less than 3 credit hours (less than one class per student) per semester.

- *Approaching Standard:* The mean number of college credits earned among CCNS Juniors and Seniors was between 3-4 credit hours (between 1 and 2 classes per student).
- *Meets standard:* The mean number of college credits earned among CCNS Juniors and Seniors was between 5-7 credit hours (between 2 and 4 classes per student).
- *Exceeds standard:* The mean number of college credits earned among CCNS Juniors and Seniors was 8 or more credit hours (approaching an average of 3 classes per student).

6ᵗʰ-Year Target:
- *Does not meet standard:* The mean number of college credits earned among CCNS Juniors and Seniors was 3 or fewer credit hours (one or fewer classes per student) per semester.
- *Approaching Standard:* The mean number of college credits earned among CCNS Juniors and Seniors was between 4-6 credit hours (approaching two classes per student).
- *Meets standard:* The mean number of college credits earned among CCNS Juniors and Seniors was between 7-8 credit hours (between 2 and three credit hours per student).
- *Exceeds standard:* The mean number of college credits earned among CCNS Juniors and Seniors was 9 or more credit hours (3 or more classes per student).

Organizational Viability Performance Goals

Mission Statement: CCNS serves to provide Indianapolis students and their families with high-quality, college preparatory education. Through well-coordinated support, strong family and community partnerships and close attention to results, CCNS will provide our students the instruction, support and motivation they need to consistently meet and exceed academic standards, ensuring their success as future college graduates and life-long learners.

Organizational Viability Performance Goal #1: CCNS will retain at least 75% of teachers who perform at or above an average on our TAL Instructional rubric.

Performance Indicators: We will track each year the performance of teachers on the TAL rubric and consistently monitor year-to-year retention (the percentage teaching in May who return the following August). Some of our teachers may seek additional responsibilities or different roles within our school or within the network as a whole. We will monitor both figures; yet, for the purposes of this framework, we will hold ourselves accountable for the latter.

Assessment Tools and Measures: To assess teacher performance we will use the TAL Instructional rubric. This rubric focuses on Instruction, Planning, and Classroom Environment and Culture. We will simply monitor teacher retention through a simple count of the number of teachers with us in May who return the following August and present this data to the CCNS Board annually.

Attachment: Attachment 3: TAL Rubric Domains & Competencies

Rationale for Goal and Measures: Although it may be helpful to have some turnover each year, we know that our strength and stability as an organization rests on our capacity to retain our best team members. It is the responsibility of the principal and Instructional Leadership Team to identify these "irreplaceables" and work to recognize their strengths, celebrate their impact and include them, as

appropriate, in the development of our school (TNTP, 2010). In establishing teacher retention as an essential goal, we intend to highlight the priority we place on developing and retaining great teachers.

Assessment Reliability and Scoring Consistency: Our Instructional Leadership Team will be trained annually in the evaluation of teachers and review regularly standards of performance to ensure the highest possible standards of inter-rater reliability. The Network Support Team will also meet regularly to identify high performers, review evaluation results and coordinate retention strategies.

Baseline Data: Our baseline evaluation data will be taken during the first round of evaluations by the end of October 2014. We will have baseline data for retention of teachers averaging a score of 3 or above in August 2015.

3rd-Year Target:
- *Does not meet standard:* Less than 60% of CCNS teachers that average a score of 3 or better return the following year.
- *Approaching standard:* 60%-69% of CCNS teachers that average a score of 3 or better return the following year.
- *Meets standard:* 70%-84% of CCNS teachers that average a score of 3 or better return the following year.
- *Exceeds standard:* 85% or more of CCNS teachers that average a score of 3 or better return the following year.

6th-Year Target:
- *Does not meet standard:* Less than 65% of CCNS teachers that average a score of 3 or better return the following year.
- *Approaching standard:* 65%-74% of CCNS teachers that average a score of 3 or better return the following year.
- *Meets standard:* 75%-89% of CCNS teachers that average a score of 3 or better return the following year.
- *Exceeds standard:* 90% or more of CCNS teachers that average a score of 3 or better return the following year.

Organizational Viability Performance Goal #2: Parents will consistently rate our CCNS campus a high quality school.

Performance Indicator: We will know we have met this goal by the percent of parents who rate CCNS a high quality based on the results from the parent survey issued by the Mayor's Office.

Assessment Tools and Measures: Traditionally the Mayor's Office has surveyed parents of the mayor-authorized charter school as to the quality of their child's school. This survey gauges their level of satisfaction with the school and its support for their child. These surveys are created and scored by the Mayor's Office.

Attachments:

Rationale for Goal and Measures: The Community Charter Network aims to work closely with families to align its support for students' success. Setting parent satisfaction as a central goal of our school will encourage us not only to do our best for their children but also work hard to engage families in every step in their child's education, including understanding common metrics of student performance. To ensure no bias on the survey we will use the survey created by the Mayor's Office as our primary data for parent satisfaction.

Assessment Reliability and Scoring Consistency: To ensure consistency, the Mayor's Office will score the parent satisfaction surveys. CCNS will distribute and collect these surveys from parents yet otherwise play no role in anything other than assuring a high rate of response.

Baseline Data: Our baseline data will be collected at the end of the 2014-2015 school year. The Mayor's Office will provide the results as soon as all data has been compiled.

3rd-Year Target:
- *Does not meet standard:* Less than 75% of parents report they are satisfied with CCNS.
- *Approaching Standard:* 75%-79% of parents report that they are satisfied with CCNS.
- *Meets standard:* 80%-84% of parents report that they are satisfied with CCNS.
- *Exceeds standard:* 85% or more of the parents report that they are satisfied with CCNS.

6th-Year Target:
- *Does not meet standard:* Less than 80% of parents report they are satisfied with CCNS.
- *Approaching Standard:* 80%-84% of parents report that they are satisfied with CCNS.
- *Meets standard:* 85%-89% of parents report that they are satisfied with CCNS.
- *Exceeds standard:* 90% or more of the parents report that they are satisfied with CCNS.

II. Educational Services Provided
A. Educational Model

The educational model of The Community Charter Network School is grounded in our belief that every student has the ability to succeed at high levels. We will accomplish this by developing a school that embraces research-based instructional models, aligned curriculum design, state-of-the-art technology, strong character education, high academic standards, and an intensive focus on college graduation (including dual credit and early-college options). These components coupled with a highly trained staff and progressive leadership will prepare students to succeed in college and life.

At the Kindergarten through 5th grade level, The Community Charter Network School will, in large part, replicate the successful model used by Challenge Foundation Academy, located in the Meadows neighborhood of Indianapolis. Challenge Foundation Academy has shown progressive growth over the last four years to become a school that matches the Indiana state average for ISTEP proficiency. CFA's most recent scholars, a population of 98% African American and 81% eligible for free or reduced lunch, achieved 80% proficiency for ELA and Math ISTEP, as well as 97% of all the 3rd grade scholars passed IREAD. Please see Attachment 4 for a more detailed analysis of the success that Challenge Foundation Academy has seen in recent years and Attachment 5 for a summary of CFA's 2011-12 Performance Analysis results from the Mayor's office. Additionally, the school met or exceeded the standard in all but one of the performance metrics according to their 2011-12

Performance Analysis carried out by the Mayor's office. The teachers and staff have made great efforts to create vertically aligned curriculum plans, rigorous assessments, and cross-curricular connections so that their scholars receive a content-rich, literacy-based education. CFA sets yearly goals for specific percentages of students to make 1 year and 1.5 years of growth on assessments such as NWEA and Reading A-Z. Such goals have continually held scholars and teachers to high expectations, for which they consistently strive. CCNS will use these successes as a benchmark and this hard work as a model for serving the students in our school.

At the middle and high school level, our model will focus on preparation for and success in an early college academic model. It is our goal that all of our students will graduate from CCNS with a minimum of 9 highly transferable college credits and a majority of our students will graduate with both an academic honors diploma and an Associate's degree. Our team is and will continue taking steps to work toward this goal. In this pursuit, we are working in partnership with Ivy Tech Community College and the Center of Excellence in Leadership of Learning. By the end 2017-2018 we plan to be fully endorsed as an Early College High School. By their freshman year, students will begin spending time on Ivy Tech's campus in preparation for enrolling in dual credit coursework. Sophomores will earn their first dual credit courses and start the path to an Associate's degree by taking and passing the ACCUPLACER exam, an entrance and placement assessment utilized by our partner college, Ivy Tech. As Juniors and Seniors, a majority of the coursework that students engage with will fulfill both honor's diploma requirements and count as college credit toward their Associate's degree.

We are confident that this Early College model is right for our school, community, and students. As mentioned in the "need" portion of this application, the disparity between the K-12 achievement and high school graduation rates of higher and lower income students leads into an even greater disparity between the post-secondary educational attainment rates of these groups. Resting on our belief that every student has the ability to achieve at the highest levels, we have chosen the Early College model because of its proven track record in increasing post-secondary degree attainment. Qualitatively, an Early College High School model enables students to see themselves as successful high school students and college students at the same time. This leads to increased confidence in their ability to attain their highest educational aspirations. According to Early College Design Services, for every 100 low-income students who start high school, only 65 will get a high school diploma and only 45 will enroll in college. Only 11 will complete a postsecondary degree. Early findings indicate that over 75% of graduates from Early College High Schools go on to enroll in a post-secondary degree program, exceeding that which is typical of lower income high school graduates. Moreover, these are students who are far along the path to degree attainment, with up to 2 years of transferable college credit already earned. Logic tells us that these students will succeed at higher levels, both because they have had authentic college experiences and because they have already completed a significant portion of their coursework.

Given that our primary focus is success through college and in life, we will strive to build a college-focused culture from the first year that students begin attending CCNS. This focus is obvious for students enrolled in our Early College and dual credit programs, but will also permeate through many elements of our K – 8 program. To illustrate this, I've included a few examples below.
- Each classroom (from K – 8) will be named after a college or university. Each high school advisory group will also be named as such.

- We will hire a College and Career Coordinator (CCC) who will work with all students in the school.
- Our CCC will coordinate at least one campus visit a year for all students in K – 8 and multiple, independent visits for older students.
- Our CCC will coordinate quarterly visits by Indiana professionals to share their educational and career trajectory with CCNS students.
- We will call students "scholars" as a small way of recognizing that learning is a life-long task.
- Our 8th grade students will be enrolled in Algebra and take the Algebra I end-of-course assessment so that they are on track for college-level mathematics by their Junior and Senior years.

In Attachment 6, you will find our discipline policies, which are separate for K – 8 and 9 – 12. As noted in the documents, parents of K-8 students will be notified of discipline issues via phone as soon as students are referred to the Dean of Culture (DOC). High school parents will be notified via phone after students receive a third demerit and again after their 5th demerit. More importantly, all parents and guardians will receive a bi-weekly progress report that includes both behavioral and academic updates.

Teachers will utilize the gradual release method of instruction to model academic expectations, support student understanding and mastery, and allow for independent practice and assessment, commonly referred to as "I Do – We Do – You Do."[7] Teachers will also employ the inquiry-based method of questioning and discussion for topics and genres that are best supported by this form of instruction. This method provides the venue for students to think critically and articulate thoughts and critiques. Additionally, we will utilize the Teaching As Leadership (TAL) Rubric, developed by the Teach For America as a tool for professional development and self-evaluation. This rubric captures those elements that we believe are most critical to the success of an excellent educator in any setting. See Attachment 3 for an abbreviated version of the 6 principles and 28 actions captured in the rubric. You can also view the rubric in its entirety at www.teachingasleadership.org.

We will also use the Response to Intervention (RtI) model to lend extra support for scholars who are not yet meeting grade-level standards. Interventions will include, but are not limited to: small group pull outs by Special Education teachers, small group work with the Literacy Specialists and after school tutoring. This model is described in greater detail in the "special student population" section of our prospectus.

At CCNS, our scholars in Kindergarten through 8th grade will attend school from 7:45am to 2:45pm, with extended day "office hours" for students who do not complete required schoolwork or who need additional academic support. Our high school scholars will attend school from 8:00am to 4:00pm, again with extended day "office hours" for those students who need it. There will be 180 instructional days for all students, with 8 additional days built into our fall and spring intercessions for students who need additional support to meet their academic goals. As we grow, we intend to couple our regular academic program with ample after-school opportunities, offering enrichment

---

[7] Fisher, Douglas, and Nancy Frey. (1998). "*Better Learning Through Structured Teacher: A Framework for the Gradual Release of Responsibility*", p.2, quoting Pearson and Gallagher.

programs, extra tutoring, and athletics. We ultimately expect that at least half of our scholars will stay with us until nearly 5PM three days a week.

Below, we've included a day in the life of one of our elementary teachers and one of our high school students to provide a picture of how our programmatic components fit together.

A Day in the Life of a Scholar
James, a senior at CCNS, arrives to school at 7:30. Sleepily, he is greeted by the office staff on his way to pick up breakfast. After grabbing his food, James walks to the meeting space to eat with his friends while finishing up the last portion of a group project. At 7:50, James walks to his locker to put away his backpack. James makes sure to grab his B.O.S.S., a binder that he set up during orientation with the rest of the school. This binder has taught him organization throughout the year, as teachers use the uniform system as a tool to teach students how to take notes and organize multiple classes.

Next, James walks to his first class, advisory. This half hour class serves as the check-in for James. His teacher, Mr. R, helps the small group of young men prepare for the day. They complete a mini-lesson on Cornell note-taking, a valuable skill James will use later that day. Then, they have a short discussion over the morality in copying: what is success when you steal it? In this discussion, James is able to lead his younger advisory classmates in discussing the moral standards at CCNS. Finally, Mr. R checks homework to see which students need to stay for office hours to complete unfinished homework.

After advisory, James walks to his second block, English 12. Each block is modeled after a college course and is 100 minutes long.   This allows James to take Ivy Tech courses for free without disrupting his schedule. English 12 is taught by an Ivy Tech professor that teaches on the high school campus. Because James passed his Accuplacer test at the end of his sophomore year, English 12 is dual credit. By the end of the semester, James will have earned 24 credits toward his Associate's degree. James enters his class and works on the JumpStart for the first 10 minutes. James looks at the agenda and objective on the board to get prepared for the next task. After a quick class review, they dive into the writing assignment, a three page paper on the short story, "The Yellow Wallpaper," they discussed yesterday. Yesterday, during discussion, the students filled out analysis worksheets that detail the themes in "The Yellow Wallpaper." Today, James will be working on an essay on the theme of oppression. James works on outlining, then typing his essay on the netbooks in class. At the end of class, James completes a short exit ticket that tells his professor his progress on the paper and asks a question about formatting for tomorrow.

After English 12, James attends his Ivy Tech course, Introduction to Political Science. James checks out at the front desk, then he walks to the Ivy Tech main building to take his course. Introduction to Political Science is a Monday, Wednesday course. On Tuesdays and Thursdays, James has a guided study session with a High School Success Specialist. There, James can complete the readings, notes, projects and essays associated with his college courses. The High School Success Specialist ensures that James has the tools necessary to complete the college credit, including helping with the Blackboard technology Ivy Tech uses to communicate with students.   On Fridays, once he has completed his Ivy Tech course work, James volunteers with the Athletic Director to help schedule middle school sports.

James then attends lunch with his peers. Because James has had perfect attendance, he uses his free lunch pass to sit with his friends in different grades. Normally, James would sit with the seniors at the senior lunch table.

After lunch, James goes to his third hour class, Pre-Calculus. This is another course on Ivy Tech's campus. James looks at the board and notices the objective: "SWBAT create a regression graph." His math teacher has a JumpStart of reading an article about the rate of decline of Detroit's population. After a short discussion, the class graphs the data found in the article. They take that data and work to create a regression. Their teacher lectures on the value of regression graphs and equations. The class completes a few examples together before breaking out to work on Detroit's equation. Finally, the class moves on to a mini-lesson reviewing polar coordinates in preparation for tomorrow's focus. James picks up his homework, an analysis of a regression model and polar practice. James asks his teacher if he can stay for office hours, as he does not remember polar coordinates and needs a short review after school.

Finally, James enters his last class of the day, US Government. This is another dual credit course taught on his campus by an Ivy Tech professor. James answers a JumpStart about the foundation of democracy. James writes about why America is not a true democracy for 10 minutes using the details from last night's homework. After the JumpStart, the class discusses separation of powers. After completing a powerpoint lecture with notes, the class analyzes and discusses the importance of separating powers. They then complete an activity comparing and contrasting a dictatorship to the US Government. At the end of class, James completes a short quiz over the material discussed today.

Now that the traditional school day has ended, James stays for office hours. Office hours, for some, are mandatory if they have fallen behind on a test or if they forgot their homework. For James, he stayed voluntarily to discuss the polar coordinates with his math teacher. After a quick one-on-one review, James leaves school at 4:45 to catch the IndyGo bus home.

A Day in the Life of a CCNS Teacher
Mr. Cameron, a middle school reading teacher, arrives at CCNS at 6:45 am. He teaches Reading and Literature to middle school, which consists of two 6th grade cohorts, two 7th grade cohorts, and one 8th grade cohort. First, he checks his email, which includes the agenda for the afternoon's grade level team meeting. For the meeting, he needs to bring revisions to the following week's lesson plans based on feedback from the Director of Instruction.

At 7:15 am, Mr. Cameron begins greeting scholars at the door who have already eaten breakfast at home. Scholars pull out their morning work packets, which consists of short nonfiction passages with comprehension questions for Reading and fact practice problems for Math. Mr. Cameron also distributes slips that display scholars' number of merits earned thus far. By 7:45am, the rest of his homeroom class arrives and he begins the character development class. This week's topic is the prevention of bullying. He emphasizes the importance of creating both a physically and emotionally safe environment at school and facilitates meaningful dialogue between scholars about positive and productive interactions between them.

After homeroom, he transitions with his class to Community Circle, which is held every week. The Director of Instruction announces the names of scholars who showed the highest growth on NWEA and the scholars are recognized for their achievement. The Director of School Culture reminds scholars that they are the role models for the younger scholars in grades K-5 and that they need to show positive attitudes and interactions in the lunch room. The principal announces that he will be pulling scholars who have maintained a minimum balance of 380 merits from their homeroom classes the following Monday for the monthly Principal's Breakfast. The purpose of the breakfast is to celebrate scholars who have exhibited positive behavior both inside and outside their classrooms consistently throughout the month. The ceremony ends with scholars giving shout outs to teachers and fellow classmates and with scholars and teachers chanting a college cheer.

Mr. Cameron takes his homeroom to their next period and picks up his first period, which is a 6th grade class. He begins the shared reading mini-lesson, where he models a reading comprehension skill or strategy by reading an excerpt from *Number the Stars*, such as comparing and contrasting, identifying author's purpose, and drawing conclusions. During independent reading, he pulls a group of five scholars for guided reading and works with them to improve their comprehension skills. He uses data from the Reading A to Z assessment to determine what skills to focus on with individual scholars.

During the rest of the morning, Mr. Cameron teaches the same comprehension skills to the other cohorts, but the difference is in the text selection. For 7th grade, he reads *Night* and for 8th grade, he reads *To Kill A Mockingbird*. In yesterday's observation, the Director of Instruction noted that he spent a lot of time on the I Do, which is the portion of the lesson where the teacher models the steps students take to demonstrate mastery of the objective. As a consequence, there was not enough time allotted for We Do (guided practice) and You Do (independent practice). In today's lessons, Mr. Cameron makes sure to keep track of time: 5 minutes for the Do Now or warm up, 8 minutes for the I Do, 7 minutes for the We Do, 25 minutes for the You Do, and 5 minutes for the share out. His Director of Instruction comes in for a follow up observation while he is teaching the 8th grade cohort.

At 12:25pm, Mr. Cameron takes his last cohort to lunch and supervises them. He builds relationships with them during this time by learning about their favorite sports, movies, and lives at home. After lunch, he escorts his homeroom class to music, then heads to the grade level team meeting. During the grade level team meeting, the Director of Instruction facilitates discussion about overall trends in the lesson plans. For areas of strength, objectives were clear and measurable. For areas of growth, independent practice needed to align with the I Do and We Do. After the grade level team meeting, Mr. Cameron picks up his homeroom from music and teaches the last period of reading. Dismissal begins at 2:40pm, where he dismisses bus riders and walkers first, followed by car riders/pick ups.

After dismissal, Mr. Cameron meets with his Director of Instruction and receives feedback about his pacing: the Director of Instruction notices that Mr. Cameron showed a huge improvement with his pacing and as a result, students had more time for guided practice and independent practice. Mr. Cameron reflects on his performance and notes that because scholars had more time during independent practice, he was able to conference with two scholars about their reading comprehension. As a "next step" for improvement, the Director of Instruction modeled how to give

more targeted feedback to scholars during conferencing. Mr. Cameron and the Director of Instruction preview the following day's reading lesson, taking a careful look at the scholars that Mr. Cameron would be meeting with during guided reading, and plan what specific feedback to give scholars after they retell Mr. Cameron the events that happened in the story. The Director of Instruction and Mr. Cameron set up a time to observe Mr. Cameron's conferencing within three days.

Total Instructional Hours per Week: 36 hours

Number of Classes per Day: Elementary, 5; Secondary, 6

Total Number of Unique Preps/Courses for Teachers: Elementary, 5; Secondary, 1 - 3

Total Planning Hours per Week: Approximately 5 hours

B. Curriculum
Kindergarten through 8th Grade

We know that for any school, the level of college-preparedness can be determined by how much its scholars read, write, and discuss.[8] Following from the success we've seen at Challenge Foundation Academy, we will ensure we offer a college preparatory program at the K – 8 level by enhancing the Indiana State/Common Core standards with the *Core Knowledge* curriculum. This will create an overall program of study that will include the depth and breadth necessary to meet the needs of all scholars using a literacy-based curriculum in which our scholars will constantly read, write, and discuss its content and concepts. The alignment of *Core Knowledge* with the Indiana State/Common Core Standards will serve two fundamental purposes.

1. It will assist those scholars who have not had the benefits of a home rich in literature or the opportunity to experience the world through multiple venues. *Core Knowledge* brings these experiences to the classroom. The design of the school will allow scholars to interact with the world through literature and technology within the confines of the school building. Concurrently, it will also allow teachers to use the community as a classroom to construct theme-based field study to expand, enrich, and validate what is happening in the classroom. The design invites and encourages opportunities for school/business partnerships that will further the learning experiences of all scholars.

2. Scholars who have had the benefit of rich experiences that align with our curriculum will have the opportunity through *Core Knowledge* to reflect upon and question their assumptions. Since these two enhanced learning opportunities will be taking place in tandem, all scholars will have the opportunity to learn through the thoughts and experiences of others.

---

[8] Schmoker. (2011). *Focus*. Virginia: ASCD.

All grade levels will incorporate the following objectives, content, and skills into English Language Arts and Mathematics:

English Language Arts
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
1. Interpret words and phrases as they are used in a text, including determinant technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
1. Read and comprehend complex literary and informational texts independently and proficiently.

Mathematics
Based on the Common Core Standards:
K-1 students will develop age and grade appropriate abilities to understand patterns and classification, understand numbers and number sense; money; computation; measurement; geometry.

Grades 2-4 will develop age and grade appropriate abilities to understand number and number sense; fractions; money; computation; measurement; geometry.

Grades 5-6 will develop age and grade appropriate numbers and number sense; ratio and percent; fractions and decimals; computation; measurement; geometry; probability and statistics; pre-algebra.

Grades 7-8 will develop age and grade appropriate geometry (three-dimensional objects, symmetry, angle pairs, triangles, area), work with whole numbers, fractions and decimals (order of operations and algebraic equations) and work with data (coordinate plane; proportions; geometric proportions, statistics; probability).

Core Knowledge, In Depth

Core Knowledge is a collaborative and seamless Pre-K- 8th grade program that we use to augment the Indiana State curriculum. Core Knowledge is closely aligned with the Common Core.[9] In many cases, it includes the content through which our teachers help students build the essential skills included in the Common Core. In developing and refining our program each year, we will regularly examine the alignment between the Common Core and the Core Knowledge Curriculum to assure that each scholar is meeting the basic education standards as well as receiving the enrichment options that are the trademark of a well-integrated, content-rich program design.

The Core Knowledge Curriculum offers scholars a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum gives scholars a strong knowledge base in a wide variety of subject areas. Core Knowledge covers all subjects including, Reading/Language Arts, Mathematics, Science, and Social Studies. Combined with the basics of a strong state curriculum, students will be given multiple opportunities to investigate the world enhancing their skills to critically assess their role in that world. Students who have been exposed to an experience-rich environment will find the Core Knowledge curriculum opens their world to in-depth critical inquiry. It allows students to learn content-rich material.

The leadership team will guide the teachers at CCNS in crafting a school-wide, year-long curriculum plan, based on both the Core Knowledge scope and sequence and the Common Core State Standards. (The work the Core Knowledge Foundation has done, arranging content in a logical fashion, closely aligned with the Common Core, is a critical tool in this process.) Given the significant time required to construct this plan, CCNS expects, at least initially, to lean heavily on the work CFA has done to create a school-wide plan. By our second year of operation, we expect to have modified and adapted CFA curriculum plans for our setting and needs.

Many of the Common Core State Standards and Core Knowledge standards align at each grade level, although CK includes standards that provide further rigor and depth. For example, a standard for an eighth grader at *Vision Academy* is to write an equation for a line given two points or one point and its slope. This standard is not included in Indiana State Standards or the Common Core. An example of how CK pushes scholars above the state standards is in fourth grade, in which a math standard is to identify perfect squares, which is a fifth grade state standard.

The Science and Social Studies standards of Core Knowledge will provide the content of our instruction in those subject areas. Social Studies content ranges from Ancient Egypt in first grade to the Affects of the Cold War in eighth grade. Science content spans the study of Dr. Charles Drew to experiencing density and buoyancy. *Vision Academy* scholars will benefit from the scope and

---

[9] See Attachment 7 for an example of the alignment between Common Core and Core Knowledge.

sequence work of *Challenge Foundation Academy*, as well as the rigor of the standards provided by CK at each grade level as they read, write, and discuss these subjects.

CCNS aims to be an official Core Knowledge Visitation School within five years (2018-2019). We are committed to teaching at least 80% of the Core Knowledge Sequence at each grade level, for it is the best way to ensure our students have the mastery of content they need to meet the rigors of an Early College program.

In short, we expect that, through the basic structure of our curriculum, coupled with the fact that we attend closely to reliable measures of student growth, all scholars will be prepared with the skills and knowledge to succeed in our Early College High School model. A rich central curriculum built around the Indiana State and Common Core standards combined with smart allocation of instructional resources, addressing learning gaps as they appear has proven to be a powerful means to ensure every child in our care is making substantial academic progress.

9th through 12th Grade

Transitioning from 8th grade and having completed the Core Knowledge sequence, our high school students will be prepared for rigorous, college preparatory curriculum. At the 9th and 10th grade levels, we intend to utilize e-textbooks and provide each student with an e-reader (iPad mini) for use at home and in school. Our leadership team, in collaboration with our Chief Academic Officer will research and adopt texts in spring of 2014, but the table below outlines our current thinking around the texts that we will leverage in our core content areas. We've drafted these initial possibilities by reviewing rigorous texts leveraged by high performing schools across Indianapolis and surrounding suburbs.

	Subject	eTextbook and Publisher
Math	Algebra 1	Discovering Algebra (2nd edition), published by Kendall Hunt
	Algebra 2	Discovering Advanced Algebra, published by Kendall Hunt
	Geometry	Discovering Geometry, published by Kendall Hunt
Science	Biology I	Biology, published by Miller and Levine
	Physics I	Physics, published by Holt
Social Studies	U.S. History	The Americans, published by McDougal Littell
	U.S Government	U.S. Government, published by Houghton Mifflin Harcourt
ELA	Grammar	Language Network, published by McDougal Littell
	Literature	Literature, published by McDougal Littell

As students enter fully into our Early College (or dual credit) model at 11th and 12th grade, a majority of courses will be offered in collaboration with our partner, Ivy Tech Community College. As such, the curriculum and texts used for these upper level courses will follow Ivy Tech requirements and syllabi. Each spring, we will collaborate with our partners at Ivy Tech to determine what textbooks, objectives, content, and skills will be taught in the follow year's dual credit course offerings.

C. Assessment

At CCNS, we expect to use a variety of assessments to determine and monitor the academic progress of our scholars. First, we will use the tests and evaluations mandated under the Indiana state-testing program. We will adhere to the accountability requirements per Public Law 221 and send reports to the Mayor's Office and the Indiana Department of Education. We will comply with any mandate and will be prepared to assure the confidentiality of scholar records and the anonymity of scholars.

Indiana Mandated Assessments

Using the ISTEP+ assessment and the prescribed reporting expectations, CCNS scholars' results can be easily compared to the students in other schools, other districts, and across the state as a whole. This test will be administered in accordance with the timeline set by the Indiana Department of Education. CCNS will fully administer the ISTEP+ assessment including the ELA, Math, Science, and Social Studies tests using both the Applied Skills and Multiple Choice assessments for the appropriate scholars. IREAD-3 is another state issued assessment that CCNS will use to ensure that all scholars can read proficiently before moving on to grade four. At the secondary level, we'll administer end-of-course assessments in Algebra 1, Biology, and English 10.

CCNS will also use IMAST and ISTAR for measuring scholar achievement for our scholars who have very specific accommodations based on their IEP, or those whose academic situations may be measured according to state standards besides their own grade level. These determinations are made through Case Conferences and based on student population within each school.

The Community Charter Network understands that the federal NCLB legislation mandates the use of one state-testing program for all students. Furthermore that testing program will give the necessary information to assess each scholar, subgroup, and school based on the growth model expectations. CCNS will abide by these standards. Using these guidelines, we will continually evaluate our success toward moving all scholars to make high academic growth and achieve proficiency in all subjects.

NWEA Assessments

We also expect to use ongoing school-wide assessments throughout the school year to ensure we are addressing all scholars' learning needs. At the end of this section, we share a proposed assessment calendar. As is evident in this schedule, we expect to assess all scholars in grades K – 8 within the first four weeks of school. The Northwest Evaluation Assessment (NWEA) will serve as a baseline measure of scholar growth in Reading and Math. We will then use the data from this assessment to place scholars into instructional grouping, based on strengths and skill needs.

Each winter, we expect to administer the NWEA again in order to measure scholar progress. We will then use these results to create new instructional groupings and interventions where necessary, and further individual growth through the end of the school year. This mid-year assessment will also drive any changes that may be necessary to the curriculum plan for the remainder of the year to make sure that the appropriate amounts of time are spent on each standard. Learning results will also shape our professional development program for teachers. Finally, scholars will take the NWEA

assessment again in May so that the faculty can actively monitor their progress during the school year. NWEA results allow us to track scholar progress not only from Fall to Spring, but also from year to year so that we know longitudinally how scholars are progressing. This is a valuable tool for showing parents the progress of their scholar throughout their academic career at Vision Academy.

Reading A-Z & Gates MacGinitie
In grades K – 8, teachers will employ the Reading A to Z assessment to monitor students' reading levels and group and re-group scholars throughout the school year in order to most effectively address each child's learning needs. As students' excel and their reading levels advance beyond the scope of this assessment in middle school, we will assess reading levels using the Gates-MacGinitie Reading Tests, published by Houghton Mifflin Hartcourt. Teachers will frequently communicate to scholars and their parents the end of year goal for scholars at that grade level as well as the individual growth each child has for that year. Scholars will be tested once during each quarter to monitor their progress. Teachers will publicly track this data to celebrate and encourage reading success. These assessments allow all teachers, parents, and scholars to speak a common language regarding reading success.

Acuity
At the secondary level, students will take the Acuity assessment, published by CTB/McGraw Hill. These predictive assessments will be administered 3 times during the year and provide valuable information regarding the progress of our students relative to standards and end-of-course assessments. These assessments will be administered in both Algebra 1 and English 10 as these two courses are accompanied by end-of-course assessments that are mandated for high school graduation.

ACCUPLACER
In order to begin receiving dual credit through our higher education partner, Ivy Tech, students must successfully pass the ACCUPLACER exams. ACCUPLACER is a suite of tests that determines a student's knowledge in math, reading and writing as they prepare to enroll in college-level courses. The exam is used to identify students' strengths and weaknesses in each subject area. The results of the assessment, in conjunction with students' academic background, goals and interests, will be used by our teachers and counselors to place students in the appropriate college courses. Students will take these exams, in partnership with Ivy Tech, during their sophomore year at CCNS.

School-Wide Quarterly Assessments
In addition to this suite of standardized assessments, we plan to administer quarterly common assessments at each grade-level. These assessments will be created collaboratively between our directors of instruction and our grade-level chairs. They will align to curriculum, standards, and pacing guides used in each content and grade-level. We perceive these as an important tool to ensuring that all students are progressing in all subjects areas, whereas many of the previously identified assessments focus on math and language arts.

D. Special Student Populations

The Community Charter Network is committed to creating a safe, challenging, and rigorous learning environment for **every** student, regardless of situation or learning profile. Our school will be open to all and committed to providing each student a free and appropriately rigorous public education in the least restrictive environment possible. We can confidently commit to meeting the needs of every learner, because we come to CCNS with extensive experience in providing top-notch service to every student at Challenge Foundation Academy and other schools in which we work. Through our experience, we've developed a specific framework and process for serving students with special learning needs. At CCNS, we intend to replicate, adapt and improve upon our service to every learner, in keeping with the unshakeable commitment to help each student grow.

Our Approach

Our work in serving students begins with a fundamental belief in the rights of every learner to be safe, respected, and fully included in a school's learning environment. We believe deeply in the importance of building a school culture that is welcoming, safe, and challenging for every student. Principles of safety, respect and diversity are especially important in serving students with special learning needs.

In fact, the priority that we place upon safety requires that we are especially attentive to ensuring every student is not only physically safe, but also comfortable working alongside learners of varying abilities, backgrounds, and educational profiles. To ensure this, we will employ a structured school environment that allows scholars to feel confident taking academic risks. We fully endorse learning from academic mistakes, and we will reward scholars who do so. We intend to teach our students and reinforce through our language and daily rituals the importance of respecting and appreciating the diversity of perspectives and ideas, and strengths and challenges in every classroom.

In staffing our school, we expect to recruit and hire teachers who embrace the challenges of teaching students with diverse learning needs. As experienced educators, we know well the challenges of teaching students of varying skill levels. We will support our teachers in this endeavor with effective tools to measure the academic proficiency of each learner, determine his/her skills in relation to grade-level standards, tailor instruction to this student's needs and vision, and then follow his/her growth over the course of the year.

Response to Instruction

We expect to employ the Response-to-Instruction system (RtI) that we first developed at CFA as the primary means to organize, govern, and monitor the progress of each student, including those with special learning needs. On whole, RtI focuses squarely on a student's academic performance and growth, as opposed to simply his/her learning profile or suspected disability. We plan to use RtI in determining how we identify students with special needs, allocate resources to help them grow, and assign individuals to intervention groups based upon academic performance (rather than purely based upon the language they speak at home or an identified disability).

Each school year, we will assess all scholars through formal tools - such as quarterly benchmarks, Reading A-Z (K-5), NWEA (K-8) and Acuity (9-12) tests - as well as informal means, like classroom observations and teacher or parent reports. During RtI meetings, a *Student Study Team*, consisting of staff members with expertise in special learning needs as well as the classroom teacher and an

administrator, will review the performance of every student (by grade) and organize scholars into one of the three tiers listed below.

Tier I: includes general classroom supports that benefit the growth and development of all scholars. Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific scholars or groups of students; yet, they occur within regular classroom level systems and supports for young learners.

Tier II: includes special supports and interventions designed to address the specific needs of a subset of students within a small group setting. These scholars are generally below or significantly above grade level, or they have distinct behavior needs. Scholars in Tier II receive special support through small group interventions under the guidance of qualified Interventionists outside of core academic time.

Tier III: includes individualized supports and interventions designed to address the specific needs of scholars in a special setting. T3 scholars are significantly behind, or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 scholars receive individualized assistance in class (push-in) as well as extra help outside of class. Interventions generally focus on core skills, such as reading, writing, problem solving and/or basic math skills. T3 scholars may or may not have a diagnosed learning disability; nonetheless, our Special Services Team members (Special Education teacher and ESL teacher) and Literacy Specialists will meet with each T3 scholar (in small groups) at a frequency defined in the student's "Individualized Instruction Plan."

In most cases, scholars will progress through these tiers, based on performance. For instance, our Student Study Team may decide, based on assessment data and in consultation with parents, to assign a scholar (reading below grade level) to Tier II; he/she will then receive targeted interventions associated with this tier and his/her performance will be tracked regularly. Within four weeks, the grade level team will assess the progress and achievement this student has made toward his/her established goal and determine whether or not he/she needs to be moved to another tier in our system. Scholar Study Teams will meet bi-monthly (or more frequently if needed) to follow the progress of each learner, identify those who might need to more support (or succeed with less) and define specific measureable goals for further intervention.

If the interventions prove to be ineffective or the child is not making sufficient progress, the Student Study Team will adjust or implement a different set of interventions. The team may also consult with the student's parents and recommend a psychological evaluation to determine whether the learner's needs warrant an individual education plan (IEP) and special education or related services.

However, there are times in which a child may need to be moved to Tier III soon after the year begins. In some cases, a returning scholar may have ended the previous school year in Tier III and, upon review of assessment data and in consultation with the parent, continue to need high levels of support. In other cases, new scholars enroll in our school with an Individualized Education Plan (IEP) that requires especially high levels of support or he/she enters our school reading significantly below grade level expectations. This is especially common at the upper grades. In such cases, the Student Study Team will review the case and commonly move a scholar immediately to Tier III, at least until we can fully determine his/her full learning profile.

Interventions, regardless of tier, are scheduled and implemented in a manner that gives scholars who need extra support the greatest access possible to the general education classes and curriculum. Scholars in Tier II or Tier III will be removed from the general education environment only as needed for support or, in other situations, when the special education services demand a modified curriculum or the provision of these services in a more restrictive environment.

Our work with the RtI system at CFA consistently remind us that communication and clarity is critical to ensuring that scholars are progressing positively and all stakeholders are aware of the student's goals. For instance, the parent(s) of each scholar discussed within our Student Study Team receives a letter, explaining our RtI process and that we have identified a specific academic need in their scholar (including the learner's advanced skill, when appropriate). Each member of the Scholar Support Team contributes to crafting the specific goals of each scholar and assumes some ownership of for the learner's growth. At CCNS, we will replicate the review process and accompanying communication systems in order to ensure that all stakeholders in a student's success, including the student him/herself, is a part of our RtI process.

Finally, we employ and continually refine a similar system of data-based interventions at CFA and have found it to be an especially helpful way to organize our supports for special learners, based on assessment information and the progress they are making towards discrete learning goals. We include a description of the assessment tools we expect to employ to measure student progress in the "assessment" section of this prospectus. Additionally, see Attachment 8 for a detailed description of the process through which we would measure student progress through RtI. This is the process utilized at Challenge Foundation Academy that we will modify to meet our needs, particularly around the types of assessments utilized through the process.

English Language Learners
CCNS is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify students who may require language support. Still, as with every other student in our school, we intend to support our scholars with limited English proficiency through the RtI system. We will place scholars who require additional assistance in Tier II or, if necessary, Tier III, based on the assessment data; then, during bi-monthly meetings, our Scholar Study Team will meet to identify methods of interventions, goals and the means to assess scholars' progress. The Scholar Study Team also takes responsibility for informing parents of their child's initial place in our RtI system and, subsequently, the progress they make each quarter.

Best practices in serving scholars with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building scholars' English proficiency. At the same time, our intervention team will work closely with students with limited English proficiency in supporting their mastery of explicit content, particularly at the upper grades in which our curriculum is more separated by discipline. Research has proven that the Core Knowledge scope and sequence we intend to employ at CCNS is especially effective in building the background knowledge of students with limited proficiency or exposure to English and American culture. Yet, based on the anticipated needs of our scholars, we expect to support and train our teachers to implement strategies to best serve students with limited English proficiency and consistently monitor the

effectiveness of our strategies (along with our entire RtI system) through regular assessments and data analysis. See Attachment 9 for a list of our schools' best practices in ELL.

Should the needs of our students demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in implementing strategies designed to meet the needs of students with limited English proficiency.

Special Education
In order to meet both the administrative and service needs associated with special education, we intend to create a Special Education Cooperative to support CCNS through our Executive Support staff. Through this Coop, we will ensure CCNS meet our high standards of support for students as well as the legal and administrative requirements associated with Special Education and serving students with limited English proficiency (LEP). We will hire a Special Education Director, who will work, under the guidance of our central support team, to ensure all services are appropriate, financially feasible, and reported to the state.

Our SPED Director will also ensure that our faculty is effectively trained and knowledgeable both about the students with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Under the oversight of our Special Education Director, our faculty will work with each scholar's family to update the IEP as needed. The student's Special Education Teacher, his/her classroom teacher, parent, and an administrator (usually the Special Ed. Director) will be expected to attend all meetings. Our Special Education Director will form a team that will follow checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure we are in full compliance with each one.

In keeping with our approach and our commitment to families, we also assure that parents of students on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Parents, especially those of students with learning challenges, will be an integral part of the evaluation and program planning of their individual child. Consistent with Special Education law, every scholar that moves into the school with an IEP from a previous school will have a move in conference within 10 days, and parents will participate in the conference to ensure that their child receives appropriate support to meet their learning needs. In addition, we will conduct a case review with parents at least once yearly to update the scholar's progress and goals. Finally, parents will be encouraged to request a meeting with their child's teachers any time during the year to discuss any concerns they may have.

As mentioned earlier, we intend to contract with outside agencies to ensure students have all appropriate services. At CFA, we currently contract with *Easter Seals Crossroads Rehabilitation Center* to provide speech/language and occupational/physical therapy to our students, who require this assistance. They are in full support of our charter application, and we expect to extend this partnership to CCNS, if the charter is approved. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will come to our school and give direct service to those students who need this support, as described in their IEP. We also expect to utilize our existing relationship

with *Hazzard Associates* or reach out to other local agencies if needed to conduct psycho-educational evaluations for students who require such assessments. We will expect that outside vendors familiarize themselves with our RtI process and, as applicable and within their legal ability, attend applicable meetings as ad hoc members of our Student Study Team. As with any intervention we employ, we will monitor the impact of interventions administered by external vendors during our regular RtI meetings. Our expectation will be that students receiving their services will make progress along identified priority areas. If this progress is not observed, we will consider whether a different intervention should be leverage and will consider whether contracting with a different vendor might be necessary.

CCNS will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. As stated, we will employ a Special Education Director, who will assume responsibility for state and reporting requirements. We also expect to enlist the assistance of Alexandra Curlin, a local attorney specializing in Special Education law.

Curlin will review our Special Education files annually and advise our staff in the legal principles of special education (least restrictive environment etc.), as well as the specific steps our teachers must take to ensure that we provide appropriate modifications and accommodations to our students with special learning needs. We will also retain Curlin's services throughout the school year to guide our team through any legal issues associated with our service for students with special needs.

Staffing and Development
NCSS will hire educators who fit the mission of our school and believe that every scholar can achieve. Our teachers will be a part of a staffing plan that has been designed to enhance the learning of our youngest students, especially those with special needs.

We will equip each kindergarten class with two qualified teachers, who will work together to ensure we are able to meet the diversity of student needs in this first year. In grades 1-8, we will equip each classroom (25-28 students) with a highly-qualified teacher as well as 1-2 Intervention Teachers, floating between the two classrooms supporting students who may need extra assistance. At the high school level, we will ensure that class size remains between 25 and 28 students and that our highly-qualified core teachers have the support of 1 intervention teacher per grade-level. With, at most, a 1:18 teacher/student ratio, we believe our scholars will receive appropriate levels of individualized and differentiated instruction and, in turn, grow academically. Our staffing arrangement also enables us to more effectively support and include in the regular classroom any Tier 3 scholar, including those with an IEP and a diagnosed special learning need.

In short, whole group lessons can be challenging in a regular classroom for a student with special learning needs or for whom English is a new language. We expect our third teacher at each grade to float between classrooms, providing individual guidance to a small group of tier II and III students. Along these lines, we also expect that our most academically-advanced scholars, reading a grade or two above grade level, will have the guidance and individualization to grow and excel a year or more academically, even though they may already be reading or problem solving at a year or two beyond standard or grade-level. On whole, we expect, all of scholars will make 1.0-1.5 years of reading growth and that all primary level students will be reading at or above grade reading level by the end of their 2nd grade year.

While our expectations are high, we also recognize that students will come to our school at every grade and some may lack the requisite skills to succeed at that grade. There may also be exceptional children who have attended CCNS for multiple years yet are still struggling readers (age, previously retained, etc.). In each case, we will employ Literacy Specialists to provide intensive literacy support for individuals and small groups of students. Our specialists will provide intensive interventions focused on improving the reading and writing abilities of these scholars at an accelerated rate. We will employ proven remediation programs, such as Reading Mastery, to increase phonemic and phonological awareness of struggling readers. These Specialists will also work in small groups with our most advanced literacy scholars. They will provide venues for our high achieving scholars to read, write, and discuss in critical ways that may be difficult to offer in a whole class setting. Again this provides an ideal model for continually serving both our most advanced readers and those who may struggle with phonics, vocabulary, comprehension and, most commonly, all three elements of reading.

Our professional development at CCNS will be based heavily upon our instructional rubric and research-based instructional strategies. As described earlier, we will utilize the TAL rubric. This tool identifies exemplary teachers as those who execute lessons that provide opportunities for scholars who progress at different learning rates, as well as those who anticipate student learning difficulties in the planning and execution of their lessons (See Attachment 3). Our professional development will explicitly model and guide teachers in ways that anticipate the differing rates of mastery as well as the challenges students with special needs and English Language Learners commonly confront in the learning process.

III. Organizational Viability and Effectiveness
A. Enrollment/Demand

We are projecting that our enrollment will be evenly distributed across our grade levels. The table below outlines what we project our enrollment to look like. We feel confident that these projections represent a size that will allow for reasonable class sizes, a strong community culture, and a financially viable school. We also believe these projections to be entirely feasible. We anticipate that nearly all students currently enrolled at Fall Creek Academy will enroll at The Community Charter Network school for the 2014 – 2015 school year. As such, our enrollment projections for CCNS are, in large part, based on the enrollment need the current enrollment at FCA. Currently, 513 students are enrolled for the 2013-14 school year and there is a waitlist at 10 of the 13 grade levels – accounting for over 100 students total. These numbers themselves indicate that demand is high and we anticipate that, as we open a new school in this location, continue building champions of our work, and develop a track record of success, the demand will only increase.

	Total Enrollment	Students per grade	Elementary (K-5)	Middle (6-8)	High (9-12)
2014-15	565	43	261	130	174
2015-16	590	45	272	136	182
2016-17	615	47	284	142	189
2017-18	640	49	295	148	197
2018-19	650	50	300	150	200

In order to ensure that we successful meet our enrollment targets, we plan to employ a number of strategies led by a staff enrollment team comprised of a number of teachers and administrators. First, we will continue to build strong relationships with community organizations and neighborhood associations in our neighborhood and across Indianapolis. As described in the community partnership section of this prospectus, we see these relationships as critical to building awareness of and champions for our mission. Additionally, throughout the spring, we will communicate with current Fall Creek Academy families and students, ensuring that we cultivate their support and excitement around the opening of our school. We will then train and mobilize a parent recruitment team and a student recruitment team to build an even larger support base. In collaboration with our staff enrollment team, these parent and student teams will attend community events/fairs, speak at church communities, and canvas targeted neighborhoods across Indianapolis.

Students and families will have until mid-March to submit their student application to attend The Community Charter Network school. Unless demand exceeds available space, the submission of an application will secure a student's seat at CCNS. If demand at this point exceeds the number of available spots, CCNS will conduct a lottery during the last week of March to determine which students will have a secured spot. Students applying after the mid-March deadline will be enrolled on a first come, first serve basis until capacity is reached. A waiting list will be kept at each grade level where demand exceeds capacity and students will be informed as space becomes available. After the first year of operation, returning students receive priority enrollment.

B. Governance and Management

Nearly eight years ago, a group of community and civic leaders came together to start a new school in the Meadows community. They became the Board of the *Challenge Foundation Academy* (CFA) and have proven to be an exceptionally strong and stable source of support for CFA. Under the close oversight of this Board, CFA has steadily improved both its academic performance and financial stability. Today, CFA meets or exceeds standard in nearly every measure of the Mayor's Accountability Framework, evidence of its strong standing among charter schools across Indianapolis. (See Attachment 6).

In January 2012, the CFA Board, satisfied with CFA's steady academic progress and financial stability, identified two important growth priorities, outside of its responsibilities to oversee the continued development of CFA. Both goals reflected the Board's interest in serving more children and their belief that the time was ripe to expand the school's reach. The Board and its school leaders sought to help others develop the instructional systems, management practices and core leadership practices our city's schools so desperately need. The Board charged Charlie Schlegel, who had served as CFA's Principal since July 2008, with the responsibility of pursuing these two important priorities in the organization's development. They are:

1. Developing of a second charter school elsewhere in the city, replicating the successful strategies and systems of CFA.

2. Assuming responsibility for the academic development and improvement of two existing charter schools – *Fall Creek Academy* and *Fountain Square Academy*.

In May 2012, the Board chose Ian Yearwood, a teacher/leader at CFA, to be the school's first principal. Yearwood immediately began drafting the charter application and submitted a full replication application that fall. After an extensive review process, the Mayor and City Council approved the charter for *Vision Academy* in January 2013. The school will open in a new building, Aug. 2014.

In February 2012, Schlegel also began working closely with *Fall Creek Academy* (FCA) and *Fountain Square Academy* (FSA). By July, Schlegel and a colleague, Kyle Rouse, had assumed responsibility for both the academic and operational needs of both schools and for supervising each school's leader. Since then, Schlegel has added a Chief Academic Officer, Chandre Sanchez, and a Chief Operations Officer, Lauren Rush, to the team, which, in turn, has taken several important steps to improve the academic performance and financial stability of both schools. Schlegel's team selected new principals at both schools and helped each recruit teacher-leaders and implement new management systems and instructional tools that proved effective at CFA.

In July 2012, Schlegel and his team advised FCA's Board to relocate FCA's 9-12 grade in a space separate from its kindergarten-8th grade. A year later, they decided to reconfigure the school's leadership team, delegating responsibility for the K-8 campus to one principal and the 9-12 campus to another principal – both supervised and support by Schlegel's team. Finally, in July 2013, the team oversaw the relocation of *Fountain Square Academy* to a new building, two miles south of its previous location. The move enabled the school to occupy a space more conducive to its educational goals and to develop further an emerging partnership with the *University of Indianapolis*, a block east of the school's new location. The Board also chose to rename the school, *University Heights Preparatory Academy* (UHP), to reflect its new location.

This summer Schlegel and his team began to take formal steps to unite all four schools into a common network, which they named the *Community Charter Network*. The Board overseeing FCA and UHP now serves as the Board of the *Community Charter Network* (CCNS). The Board is currently in the process of transferring FCA's 501(c)(3) status to CCNS and amending FCA's organizational documents to provide for the expanded tax exempt purposes. Later this month, the Board will also file a Redetermination Request with the IRS. Please see Appendix 2 for a copy of our By-Laws, Articles of Incorporation, and proof of 501c3 status. Please note, at the September 16, 2013 board meeting, the CCNS board will adopt revised By-Laws and Articles of Incorporation that reflect the change in network organization and the new name of "Community Charter Network." Should we be invited to submit a full application, we will include these revised documents at that point.

Today, CCNS oversees the growth, development and overall performance of the *Challenge Foundation Academy*, *Fall Creek Academy* and *University Heights Preparatory Academy*, serving together over 1200 students, K-12. Next year, the organization will open *Vision Academy*, which aims to serve over 250 students in its first year. Based on current enrollment projections, CCNS expects to provide over 2100 students and families (pre-k through 12th grade) across Indianapolis with a top-notch, college preparatory education.

Finally, in keeping the preferred governance arrangement of the Mayor's office, the CFA Board, overseeing CFA and Vision, and the CCNS Board have agreed to wait on their plans to merge Boards until the schools the Boards oversee share the same authorizer. If the Mayor's approves our charter application for the CCNS School (currently Fall Creek Academy*)*, we will submit in March 2014 an application to charter UHP through the Mayor's office. If successful, then all four schools within the Community Charter Network will be chartered through Mayor's office. At which point, we will merge the two Boards and, subsequently, oversee the performance of all CCNS schools through a single School Board.

Please see Attachments 11 and 12 to view organizational charts, which help explain the current governance structure of the Community Charter Network and the structure we expect to adopt in July 2014, provided all schools share the same authorizer.

It is important that we note within this section that we have intentionally applied for a charter for this school without a firm idea as to what the name of this school may be. Currently, the school for which we have assumed responsibility is called Fall Creek Academy, reflective of the river nearby and the neighborhood from which we draw many of our families. Over the next eight months, we intend to engage parents, students, and our neighbors in process during which we'll consider different names and options, including retaining its current name – Fall Creek Academy. Ultimately, we hope our school will be a point of pride and investment for the community we serve. We believe engaging our various stakeholders in the process of naming our school will help deepen that investment in our long-term success.

In order to provide effective oversight and appropriate levels of attention to all four schools, the CCNS Board anticipates recruiting new members familiar with the needs, the stakeholders, and supports within each of these school communities. The Board will also organize an Advisory Board at each school, composed of at least two parents of current students, neighborhood residents, local civic leaders and a sitting Board Member. We expect the Advisory Boards to be an important vehicle through which each school maintains close connection and is highly responsive to the communities it serves.

Board Members
Below is an overview of members of our current Board of Directors. See Appendix 3 for a more detailed resume/biography of each board members and a fuller description of the knowledge, skills, and experiences that each of them bring to the CCNS team.

> **Rollin Dick**, Board Chair & Secretary - Consultant with MH Equity Investors, a private equity investing group
>
> **Michael Smith**, Treasurer - Founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund
>
> **Lisa Sablosky** – Former educator and community volunteer
>
> **Rose Mays** – Professor Emeritus, Indiana University School of Nursing

Gene Zink - Chairman and CEO of Strategic Capital Partners, LLC, a privately-held real estate investment management firm

Jim Parker - President & CEO of IU Health Plans

Board Responsibilities

Consistent with the current practices within both the CFA/Vision Board and FCA/UHP Board, the CCNS Board will be responsible for the sound fiscal management of each school, including the proposed school. This includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The CCNS Board will also oversee all policies and amend or adopt new policies, as necessary and approved through appropriate Board action. The Board will review all school policies on an annual basis and assure they are consistent with the guidelines of Federal and State law and the principles of effective, efficient, and safe management. Copies of current Board policies are available on request.

The Board will maintain standing committees that will have prescribed duties and responsibilities as outlined in the bylaws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a human resources committee, and a development committee. The Board intends to follow its current by-laws, governing its processes for determining membership, and, of course, follow the Indiana Statute requirements regarding public records and public meeting laws. The Board will amend these by-laws as necessary, given new responsibilities associated with the oversight of multiple schools.

The Board will commit to scheduling and attending an annual board retreat, at which point they will prioritize evaluating board member responsibilities and effectiveness, along with spending time in development along priority areas as identified by the board chair and the CEO. Additionally, new board members will engage in an onboarding training lead by a former board chair.

The Board will supervise a Superintendent/Chief Executive Officer (CEO), who will act as a non-voting member of this Board. This person will assume responsibility for the overall quality, finances, and development of FCA and other schools within the Community Charter Network. With the Board's oversight, the CEO will also assume responsibility for hiring and supervising the principals of all four schools and report at least on an annual basis to the Board on his/her evaluations of each school's leader.

As mentioned above, each school will organize a School Community Advisory Board, composed of at least five local leaders, including two parents of current students, a neighborhood resident, a local civic or business leader and a current Board Member. The Advisory Board will guide and advise the school as to the quality of its service and effective communication with the community it serves. Also, the CCNS Board Member on each school's Advisory Board will assume responsibility for reporting monthly to the governing Board, communicating issues, concerns, and achievements of that school.

Network and School Leader Responsibilities

The Superintendent/CEO oversees the work of a Network Support Team responsible for providing operational, academic and leadership support for the new CCNS school. Currently, the Network Support Team (NST) includes: a Chief Academic Officer (CAO), Chief Operations Officer (COO), Facilities and Finance Director and Superintendent. The CCNS Principal as well as other schools' principals also serve on the Network Support Team; their participation is critical to our efforts to ensure constant communication and consistent attention to the support needs and demands of each school. Finally, the NST serves to support the CCNS and help its principals and teachers implement the CFA model, where applicable, and generally ensure the schools achieve ambitious academic and organizational goals. Over time, the NST may choose to grow in size and capacity to support all CCNS schools; yet, it will do so with close Board oversight and in ways consistent with the Network's commitment to academic results.

The NST consists of the following individuals, assuming specific responsibility, oversight and responsibility of the proposed school.

- **Charlie Schlegel, Superintendent/CEO**, assumes responsibility for the overall growth, development and management of the CCNS Network and the supervision of our Network Support Team, including each school's principal. He has served as both a middle school principal within a traditional district school and as CFA's principal from 2008-2012.

- **Chandre Sanchez, Chief Academic Officer**, is responsible for the academic performance of network schools and the support of school principals through professional development and coordinated implementation of best practices that ensure strong performance. Sanchez has served as both a high school English teacher and Instructional Leader. She most recently served as the Director of Marian University's Academy for Teaching and Learning Leadership.

- **Lauren Rush, Chief Operations Officer,** looks after all operational aspects of network schools, including the human resources, finance, technology, school operations, compliance and accountability reports and other areas which might be performed efficiently through a network. Rush most recently served as the Managing Director of Teacher Leadership Development for *Teach For America*. She was also a member of the team that started TFA-Indianapolis and, prior to that, served as a Math Teacher in rural Arkansas.

- **Facilities and Finance Director**, works under Rush's supervision and is responsible for financial and facility management and supports each school's Business Manager, who provide day-to-day management of each school's accounting systems.

- **Agnes Aleobua, FCA HS Principal,** assumes responsibility for the culture, systems, instruction and academic achievement at CCNS's High School Campus. She previously served as the principal of Howe Community School, grades 7-9, and, prior to that, as the Founding Principal of University YES Academy in Detroit. She has also served as a teacher and instructional leader in Miami and Cleveland.

- **Hanno Becker, FCA K-8 Principal,** assumes responsibility for the culture, systems, instruction and academic achievement at CCNS's K-8 Campus. Becker previously served as a Dean at Emma Donnan Middle School and as a Chemistry and Physics Teacher at Arlington High School.

In selecting Becker and Aleobua to leadership positions at CCNS, the Network Support Team used a number of essential criteria, critical to the demands of a charter school serving a high-needs community. They include, but are not limited to:

1. Mission-Driven
2. Character
3. Ability to communicate
4. Ability to work in a team environment
5. Educational background
6. Specialized training
7. Attitude, Energy and Enthusiasm
8. Knowledge of curriculum and overall objectives of the charter school
9. Referrals/recommendations
10. Experience
11. Evaluations
12. Community participation
13. Certification

CCNS's Administrative Team:
As mentioned elsewhere, the Network Support Team and the Board agreed last spring to effectively organize the school under the leadership of two principals – one serving the K-8 campus and the other leading the 9-12 campus. Given the wide variation of knowledge, requirements and demands spanning K-12 education – let alone two separate campuses – it made sense to ask each leader to assume responsibility solely for the needs of their respective campus. Within this structure, each principal leads a small administrative team. The members of this team will be critical as CCNS opens in place of the existing Fall Creek Academy. It is also important to note that, under this restructuring, 72% of the staff is new to Fall Creek Academy for the 2013 – 2014 school year.

- **Director of School Culture, K-8 Campus –** This person will work closely with the K – 8 principal to ensure the K-8 campus a safe, supportive environment for every learner. He/she will tracks the school's performance in terms of attendance rate, disciplinary actions and family involvement.

- **Director of Instruction, K-8 Campus –** This person will coordinate the school's support and development of its teachers and help teachers use a variety of different formative and summative assessment tools to measures student achievement. He/she will also lead CCNS teachers in implementing the Core Knowledge curriculum with fidelity and continuous attention to high standards of student achievement.

- **Director of School Culture, 9-12 Campus** – This person will works closely with the 9-12 principal to ensure the campus is a safe, supportive environment for every learner. He/she will track the school's performance in terms of attendance rate, disciplinary actions and family involvement and intervene when student conduct or disputes disrupt the learning environment.

- **Director of Guidance, 9-12 Campus** - He/she will oversee the academic performance and college planning process of each CCNS high school student. He/she is also responsible for students' academic growth and engagement within CCNS's growing early college program, in which many CCNS students take Ivy Tech classes for dual credit.

Finally, given limited resources and the specialization involved in high school curriculum, CCNS's HS team otherwise will rely on its principal and specific teachers/leaders to lead the High School's professional development, regularly observe and evaluate instruction and, generally, ensure high quality instruction and engagement across the high school curriculum.

Please see Attachment 13 for an organization chart of the CCNS school structure.

Criteria for School Leader Assessment

CCN's Network Support Team has adopted the RISE Principal Effectiveness Rubric to assess the performance of its schools' principals. The Network Support Team overseeing each network school will use this rubric to evaluate both the K-8 and High School principals at CCNS and report annually to the Network Board. Please see Attachment 14 for domains and competencies captured in the RISE Principal Evaluation rubric. You can also view the rubric in its entirety at www.riseindiana.org. In short, this rubric holds the school leader accountable for the following competencies:

- Human Capital Management
- Instructional Leadership
- Student Learning
- Personal Behavior
- Building Relationships
- Culture of Achievement

In order to reflect the additional responsibilities of a school leader with the Community Charter Network, our team supplements the RISE Principal Effectiveness Rubric with leader goals for Budget and Resource Management as well as Community Partnership. With the support of the NST, we require both of CCNS's principals to manage resource allocation and ensure accurate financial records as well as to build partnerships with local community organizations aligned with the school's mission. Still, in order to assure appropriate levels of Board oversight, CCN's Board of Directors will review and approve the cash flow on a monthly basis and approve the budget each year. The Board will also receive an operations brief at each meeting, detailing matters of interest or concern involving all school operations on a monthly basis.

Succession Plan

In the event that the principal is not meeting expectations for successfully leading the school, the Superintendent, CAO and COO and the Principal will work closely together in creating an improvement plan aligned with the school's mission. This plan will include specific objectives with a

timeline for successful completion. This timeline will use the framework and criteria detailed in the RISE Principal Effectiveness Rubric. In close consultation with the Network Support Team, the Superintendent Progress will be closely monitor the principal's improvement and reported monthly to CCN Board. He/she will consult with and seek the input of the school's School/Community Advisory Board, as necessary and in confidence. If the Superintendent, in consultation with the CCN Board, does not see significant and timely progress significant, the principal will be dismissed, and the NST will begin an immediate search for a new school leader.

C. Community Partnerships

To this point, we have prioritized building partnerships that augment our program and help us to meet the needs of our students as well as partnerships that enable us to build awareness of our mission and cultivate champions for CCNS. While building these partnerships is a focus of our entire school community, we've also employed an Enrollment and Community Engagement Coordinator whose primary focus is building relationships in our community. Some of our strongest partnerships are with organizations that are very mission aligned and will work in collaboration with our team to ensure that students at CCNS excel both academically and in life. For three years, Fall Creek Academy has hosted the Girls Inc. summer day camp. We have plans to continue this partnership at CCNS as Girls Inc. provides important programming for our female scholars, geared toward helping them develop a strong self-esteem. For our young boys, we plan to continue sponsorship of a Boy Scout troop that currently resides at Fall Creek Academy. We also have developed strong partnerships with both Kaleidoscope Youth Center and the YMCA. Both of these groups will provide after school programs and enrichment opportunities for a number of our scholars, again augmenting our programs. We have met with Robert Kizer of Starfish Initiative and intend to partner with their organization to pair some of our scholars with community mentors, a method proven to have a positive impact on students, both academically and in regards to character development. We've also worked to build a strong relationship with the Pastor and congregation at Our Savior Lutheran Church, located just west of our opening location. This congregation is planning to support us both by providing financial assistance for CCNS families who may be in need and by inviting us to events in their community so that we can share our mission and work.

Another critical, student-centered partnership that we've spent significant time cultivating is with Ivy Tech Community College. We see this partnership as critical to our college-focused culture and our ability to build out a successful Early College high school program (along with providing dual credit opportunities). To build this partnership, we've met with Jim Terp, Sr. Vice President for Engagement and Institutional Efficiency, as well as built relationships with a number of faculty members in various departments. These are relationships that will carry over from the existing Fall Creek Academy and strengthen/solidify as we establish more a more defined partnership in our pursuit of Early College.

We also begun building relationship with neighborhood organizations in our community in an effort to build awareness of our work, cultivate champions, and become an integrated part of our community. To date, we've attended meeting and community events sponsored by the Mapleton-Fall Creek CDC and the Highland Vicinity Neighborhood Association. We intend to continue fostering these relationships through attending regular meetings and inviting members of these organizations to events that we hold. Additionally, we intend to build relationships with other similar organizations, including the Near North Community Development Corporation.

With the acknowledgement that strong leadership is critical to the success of our schools, we've established a partnership with both Teach For America and the Indianapolis Teaching Fellows. Both of these organizations will provide our school with a pool of talented instructional leaders. In addition to being leaders with a proven track record of success in their prior endeavors, these teachers will receive additional coaching and development from their respective programs and through Marian University. Additionally, two of our building level leaders, Annette de la Llana and Agnes Aleobua, are members of the Teach For America Principal Fellowship. As participants in this program, they receive additional mentorship and participate in the rigorous, esteemed Summer Principals Academy at Columbia University.

The table below provides additional detail regarding the partnerships that we've already worked to establish. Letters of support from many of these organizations can be found in Attachment 15. At CCNS we want to ensure that our partners reflect diverse perspectives, experiences, and cultures. We want to build a community of supporters and partners who truly understand our mission, advocate for our students, and share our vision of success for all scholars.

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Letter of Support?
Ivy Tech Community College	Jeff A. Terp Sr. Vice President for Engagement and Institutional Efficiency	50 West Fall Creek Parkway North Dr 46208 317-921-4860 jterp@ivytech.edu	Partner with our High School team to develop and coordinate a plan for dual credit courses and creating a pathway to Early College certification. Lease space for our opening facilities. Plan to help enhance our credit for new construction loan.	Yes
CELL (Center of Excellence in Leadership of Education)	Janet Boyle	Esch Hall 212 1400 E. Hanna Ave. Indianapolis , IN 46227 317-788-3777 cell@uindy.edu	Partner to develop a pathway to Early College certification.	Yes
Teach For America	Andrew Seibert Managing Director, Community Partnerships	1630 N. Meridian St., Ste 450 317-632-4218 Andrew.seibert@ teachforamerica.org	Each year, we hire a number of TFA corps members for our teaching staff, work jointly with TFA staff to support and develop these teachers. Also, we partner with TFA to interview and hire principal fellows as administrators.	Yes
Indianapolis Teaching Fellows	Ian Scott Partner	120 E. Walnut St., Ste B-09 440-570-3981. Ian.scott@tntp.org	Each year, we interview and hire a number of teaching fellows for our instructional staff, work collaboratively with ITF to ensure the	Yes

			strong development of these teachers.	
Mapleton Fall Creek Development Corp	Leigh Evans Executive Director	130 E 30th St 46205 317-923-5514 Leigh@mfcdc.org	Share interest in the safety and prosperity of our neighborhood community. Attend meets and participate in annual celebration. Advise on education issues.	Yes
Kaleidoscope Youth Center	Jennifer Darby Executive Director	4186 N Broadway 46205 317-921-1040 jdarby@kycindy.org	Provides after school enrichment programming at their site in which some of our students participate.	Yes
Girls Inc.	Patricia A. Wachtel President &CEO	3935 N Meridian St 46208 317 283-0086 pwachtel@girlsincindy.org	They provide programming for our young ladies , they've rented our facility in the summer for a day camp for the last 3 years.	Yes
Our Savior Lutheran Church	Jim Boyd	261 West 25th Street 46208 317 923-5514 James.boyd1948@gmail.com	Shared interest in the safety and prosperity of our neighborhood community. Interest in financially supporting students and families in our school and collaborating to provide after-school support programs. Our team will participate in their annual community fair.	Yes
Starfish Initiative	Robert L Kizer President and CEO	814 Delaware St 46204 317 955-7912 Bob2starfishinitiative.org	Provide college-focused mentorship for at-risk youth. Partner to identify students who may qualify to receive mentorship.	Yes
YMCA	Eric Ellsworth President & CEO	615 N Alabama St 46204 317-266-9622 eellsworth@indymca.org	Run an after school program that many of our students engage in.	Yes
Immanuel Presbyterian Church	Pastor Kevin Bausman	3620 E 38th St 46218 317 546- kgbausman@gmail.com	Their community welcomes our team to various community and family events. Through this, we build awareness of our mission and recruit students/families to our school. Community is on our East bus route.	No
Fall Creek Academy Teacher	Dawn Jones PTO President	2540 N. Capitol Avenue 46205 317 Dawnrjj428@aol.com	Assist with programming for parents and students. Run small-scale fundraising	No

Organization			campaigns to support student programs.	
Boys Scouts	Andrew Baughman Scout Master	1900 N Meridian St 46202 317 813-7111	Our school is a scout site, with a Cub Scout troop that is comprised of students from our school.	No

D. Budget and Financial Matters

This section outlines our financial plans and expectations over the next six years – the current fiscal year through June 30, 2019. With the guidance of *Bookkeeping Plus*, a well-regarded accounting firm with whom we have a longstanding relationship through our work at CFA, we have planned conservatively, anticipating existing levels of per pupil funding through 2019. In the section below, we outline our anticipated revenue and expenses as well as the assumptions that guide our budget allocations. To view the detailed budgets for First-Year Operating Budget, Monthly Cash Flow, and Five-Year Budget please see Appendix 4.

Estimated Revenues and Expenses

The table below outlines our expected revenues and expenses through the 2018-19 academic year. It is important to note that "year 0" represents the budget for the current academic year at *Fall Creek Academy.* Current (year "0") expenses include the cost of the changes we have begun making this year at FCA – many of which are detailed in our charter application. Assuming our charter application is approved, we will consider the ending cash balance in year 0 as "carry over" or the beginning cash balance in Year One or CCNS's first year.

	Year 0 2013-14	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19
Projected Income	$4,346,732	$4,897,779	$5,113,833	$5,329,889	$5,545,944	$5,631,009
Projected Expenses	$4,286,271	$4,597,297	$4,946,808	$5,136,883	$5,352,382	$5,563,679
Beginning Cash Balance	$158,137	$218,598	$529,496	$696,522	$889,527	$1,083,089
Net Income	$60,461	$300,481	$167,026	$193,005	$193,562	$67,331
Ending Balance	**$218,598**	**$529,496**	**$696,522**	**$889,527**	**$1,083,089**	**$1,150,420**

Budget Assumptions

Revenue projections for all 6 years of the above budget assumes CCNS will receive $7,726.64 per student in basic aid, an amount equal to what *Fall Creek Academy* currently receives per pupil. Our budget anticipates no increase in per student funding through June 2019. In large part, the projections represented in our budget are based on current and previous years' revenues and expenses at *Fall Creek Academy*. In computing total projected revenues for CCNS from 2014 through 2019, we have also assumed:

- Title One and Title Two revenue - $299,250 and $34,400 – equal to that which FCA currently receives.
- A Full-Day Kindergarten Grant of $2400 per student, matching that which FCA currently receives.
- Each year's revenue also assumes relatively small amounts of revenue from textbook fees, textbook reimbursement and *e-rate*. All are consistent with current revenue streams at FCA.
- CCNS's budget assumes no fundraising or development revenue; however, we do expect to pursue aggressively private grants and donations for special programs aligned with school goals.

In constructing both the Year One (2014-2015) Budget, we have made the following expenses assumptions. We made the same assumptions in constructing our Five-Year Budget Plan.

Salary Assumptions: CCNS projects $2,640,030 in total salary expenditures. This figure includes taxes and benefits, calculated as an additional 25.5% of each staff members' salary.

- Administrative salaries are projected to cost $341,663. The primary administrators include two Principals and two Directors of School Culture. The average salary of these lead administrators is $69,375.
- Support administration includes a business manager and receptionist. The average salary of these support administrators is $32,000.
- The remaining salary expenses, equaling $1,761,947, pertain to our instructional team at the elementary, middle, and high school level. We anticipate a teaching staff of 32 certified educators, earning, on average $39,281 a year.
- We also expect to employ 14 full-time, certified instructional aids, earning, on average, $30,285 a year with full benefits.
- Finally, we also expect to employ a Guidance Counselor as well as a Director of Instruction, with average salaries of $50,500.

On whole, salary figures reflect the current pay of staff members at the *Fall Creek Academy* as well as the profile of candidate that we'd like to hire for supervisory roles. Salary increases for any current or future employees will require growth in revenue or reallocation of expenses.

Benefits: Benefits and payroll taxes are conservatively estimated to be 25.5% of total salaries. This is consistent with our budgets and benefit projections at *Challenge Foundation Academy* and at the current *Fall Creek Academy*. Benefits, in total, account for $536,420 of our 2014-15 expenditures.

Books and Supplies:

If successful in our application for a new charter, CCNS will assume ownership of the textbooks and classroom supplies that FCA currently uses. Nonetheless, we are also working to update those textbooks and learning supplies to be better aligned with our curriculum plans. In fact, we anticipate spending $120,733 ($213 per student) on books and supplies in Year One, while actively pursuing grants to pay for further materials. We also expect to allocate $15,000 total for class trips, including overnights trips to nearby cities and historical locations. We expect to set aside $74 per student for athletics, clubs, and other after-school activities, like *Robotics*, which know support student growth.

FCA recently purchased a new SIS system and expects to continue using this system as well as its accounting software and basic computer systems – costs usually encumbered by start-up schools - through its transition to CCNS. Yet, we have also set aside $41,000 for additional software purchases or relicensing requirements. Finally, we anticipate spending $100,000 in total for building utilities and an additional $81,600 ($6,800 per month) for cleaning services and janitorial supplies. All figures are based, primarily, on FCA's current expenses and years of service to students within the current facility.

Services: CCNS expects to allocate considerable funds in professional services for instructional expenses, general administrative expenses, facility expenses and technology expenses. These reflect expenditures to independent vendors and other entities that support CCNS. Within the professional services line under each of these categories, we have combined expenses to fit the format of the Mayor's charter school application. Some may require further explanation.

- For instance, within professional services in the instructional expenses category, we have allocated $50,000 in '14-'15 for our College Program, which primarily pays for our 11th and 12th grade students to take dual credit classes at Ivy Tech. The Special Education expenses in the budget reflect both the cost of speech and OT/PT services provided to us through *Easter Seals* as well as the cost of SPED evaluations, which *Hazzard Associates* conducts for us for a fee. (The extent to which CCNS expects to use these vendors to provide services to support students with special needs is detailed in the Special Student Populations section.)
- Within the General Administrative Category, the Professional Services line includes $60,000 for accounting services, provided to us through *Bookkeeping Plus*. We also include within this category the funds we anticipate allocating to CCN, the team that supports and supervises the school's academic and operational development. Finally, also included in there are legal, payroll bank fees – all of which are based on FCA's current allocations.
- Within Facility and Technology Expenses, the Professional Services line includes security, building and grounds maintenance and cleaning services. Again, all of these figures are based on FCA's current allocations and, in order to be conservative, do not anticipate revenues from grants such as the Secured School Safety Grant, which we intend to apply for later this month. Technology expenses include the cost of computer hardware with additional students as well as the expenses of servicing our computer infrastructure, which are, based on current per-student expense rates.

Finally, for the purposes of constructing a conservative, frugal budget, we maintain an Authorizer Allocation ($121,000 or 3% of basic tuition in '14-'15). The rate of basic tuition matches our allocation to Ball State, our current authorizer. We understand that the Mayor's office does not currently charge an authorizer fee (and would not encourage they start). However, for the purposes of our '14-'15 budget and five-year projection, we maintain this allocation. If it proves unnecessary, we anticipate reallocating these resources to address unanticipated instructional expenses or necessary learning resources, including replacement computers and/or textbooks.

Building Expense: We have allocated approximately $177,000, which is just 4% of our total budget in Year 1. Our relatively low rent – in comparison to other charter schools with which we are familiar – is reflective of Ivy Tech's support as well as our efforts to make the most of our current facility. We do anticipate our rent allocation to increase, particularly in lieu of our plans to move into a new building. Our Five-Year Projections anticipates a 56% increase in rent expense in '15-'16, which will amount to 6% of our total budget. Although we include no formal letter of commitment in our application, we have received very positive support from the Ivy Tech Foundation, which has expressed a willingness to help us secure financing for a new building through credit enhancement. Finally, if our building plans are delayed or fall through, we anticipate exploring a range of alternatives, including possibly building solely a high school building in the near term, while we pursue better financing or make significant improvements to our current site.

E. Facility

At CCNS, grades Kindergarten through Eighth grade will reside in the location occupied by the current *Fall Creek Academy* at 2540 N. Capitol Avenue. We expect to continue leasing this space from *Ivy Tech Community College*, the owner of the building. We expect our high school students to attend classes in a separate location on Ivy Tech's campus. Our high school operates within a small campus of five modular buildings just west of the Glick Technology Center (2620 N. Meridian St.). See Attachment 16 for a layout of the main building and our modular campus in Year One, 2014-2015. Both the K-8 and 9-12 campus are within the Indianapolis Public School district boundary.

By June 2015, we expect to move to a new building, just two blocks from our current location. We are currently in negotiation with the owner of this parcel and have received a promise of support from *Ivy Tech* and the *Ivy Tech Foundation* to help us plan and finance a new school building. Within a new building, we expect to construct a space to address effectively the diverse needs of student K – 12. Given its proximity to our current spot, we also will have the opportunity to continue serving our target neighborhood and further strengthen our relationship with *Ivy Tech Community College* in ways that support our students, families and academic achievement.

Once relocated into a new building, *Ivy Tech*, who purchased FCA's current building from the GEO Foundation in July 2012, has expressed preliminary plans to transform the space into a community center and early learning center, serving young children and their families. Our team at CCN is especially excited about the potential this plan has to further develop the neighborhood and center it on the needs of students and families – much as happened with our help within the Avondale Meadows neighborhood on the near east side.

F. Transportation

CCNS intends to provide a variety of transportation options to meet the needs of our students and families, including those currently enrolled at *Fall Creek Academy*, which draws from neighborhoods across our city. Our current location along a major thoroughfare, Capitol Street, helps ensure CCNS is accessible to carpoolers, public transportation users and walkers from the areas around the school, particularly just north. CCNS's proximity to Ivy Tech Community College allows us to also accommodate college students or professors with children.

Given our location on a major thoroughfare, we will have also developed strong safety and logistical systems to accommodate the large number of walkers crossing nearby streets and carpoolers entering and exiting our parking area. Obviously, the safety of our families is most critical to us. As such, we expect to employ safety guards (including parent volunteers and staff members) during arrival and dismissal to monitor the safety of these students.

In order to meet the transportation needs of current and future students outside of our immediate neighborhood, we plan to contract with a bus company to run two bus routes, one transporting students to the east of our location, the other to the west of our location. See Attachment 17 for a draft schedule for our bus routes. Students in grades K – 8 will be invited to utilize this service. If we find that demand exceeds the capacity of these buses, we will pursue adding an additional bus route.

Finally, high school students will be provided with *IndyGo* bus passes and be expected to use public transportation to and from school. As we have gotten to know students and families currently in attendance at FCA, we learned to appreciate more the great benefit our school offers families, who wish to have their children at nearly all ages in one school, where older siblings often look after the younger ones just before or after school. A side benefit of our grade span is the fact that it often alleviates the transportation burden; parents with multiple children often need to make just one stop. Please see the *Needs Section* of this application for a description of some of the other benefits of this grade-level configuration.

Appendix 1 - Attachments

Attachment 1: IFF Priority Area 2 in Relation to CCNS Opening Location
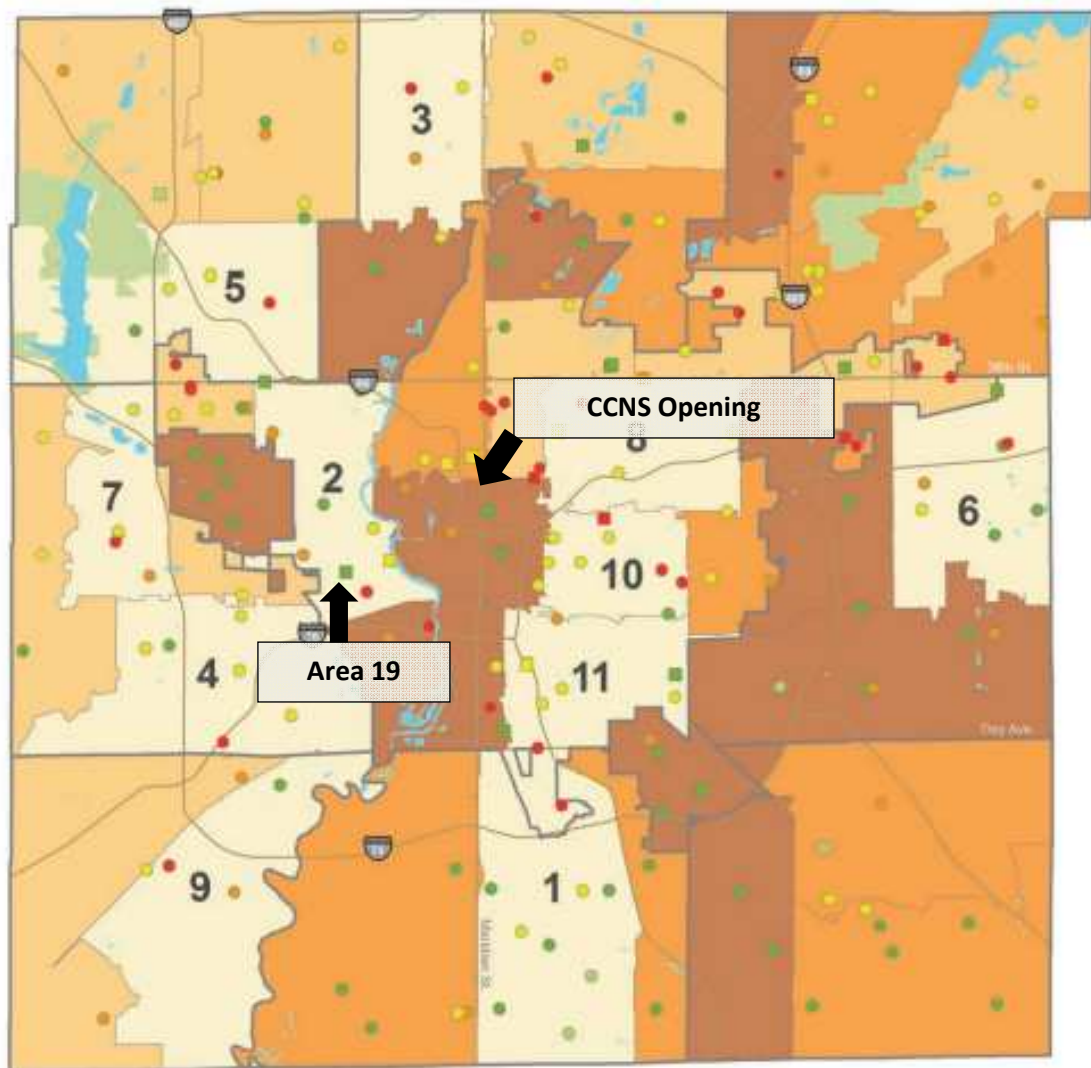
Attachment 2: Challenge Foundation Improvement Priorities

CFA Memo

To: CFA Board and Leadership

From: Charlie (with lots of help from others)

Re: School-wide Improvement Priorities

Date: Aug. 1, 2011

In May, we welcomed two teams of evaluators to the Challenge Foundation Academy. The Mayor's Office, our authorizer, required that we ask one of these evaluation teams to review central pieces of our program, addressing areas of our program in which we were not yet proficient. Still, it was an interest in continuous improvement and a determination to be among the very best schools in our state that drove us to invite both teams and ask them to conduct a full review of our school's program.

Over the past two months, we have received and reviewed thoroughly the evaluation reports from both *Cambridge Associates* and the *Core Knowledge Foundation*. Upon looking carefully and analyzing the central findings of our evaluators' reports, we constructed this memo to describe our improvement priorities for the coming school year. They are essentially a prioritized list of the tasks and to do's that we feel we must taken this year to ensure ample progress towards our overall goal of 90% proficiency in all subject by 2013.

Improvement Priorities:

1. **Review and refine our curriculum school-wide to ensure content and assessments are consistent across grade levels (horizontal alignment) and build on each other from grade to grade (vertical alignment).**
   a. Identify one School Leader to be responsible for Curriculum and Assessments.
   b. Build a school-wide, year-long curriculum plan, designed to address concepts and topics central to the Core Knowledge Scope and Sequence.
      i. Utilize grade-level domain maps as well as unit and lesson planning tools to organize curriculum (vertically and horizontally) in line with central principles of Core Knowledge.
         1. Track the number of domain maps completed by grade level. By June, we expect to complete at least ____ total domain maps.

ii. Identify, teach and assess mastery of the critical concepts and vocabulary that define each topic or domain.

iii. Introduce and guide teachers to utilize the *Envision* program, as the primary resource for math instruction.

c. Implement a common model of readers' workshop that specifies the focus of the mini-lesson, systems of organization and opportunities to develop mastery at each grade level.

i. Develop and document a common vocabulary for defining reading skills and instructional strategies (e.g. "thick" and "thin" questions) and improve alignment so that strategies build upon each other from grade to grade.

ii. Define and reinforce expectations for student engagement and accountability, especially during times in which students are not working directly with a teacher (counteracting the "illusion of productivity").

d. Refine and improve upon Benchmark Assessments to be implemented across each grade level and track student growth and mastery of curriculum.

2. **Employ the TAP system to improve the quality of classroom instruction (as defined in the TAP rubric).**

a. Improve systems of support and coaching for teachers:

i. Establish a weekly schedule for Admin., Lead and Mentor teachers, observing, coaching and supporting classroom teachers.

1. Build quarterly schedule for Intervention Teachers taking responsibility for full-group instruction, freeing up Mentor Teachers to observe, coach and support colleagues.

ii. Assign one Mentor Teacher the responsibility of support for our Intervention Teachers and best practices in small-group instruction, especially among students with special learning needs.

1. Refine schedules and responsibilities of Intervention Teachers to more clearly define roles and responsibilities at each grade.

iii. Use "Reflective Action Journals" to improve quality and consistency of feedback and overall support for teachers, aligned with specific areas of instruction outlined in TAP rubric.

b. Improve the quality of classroom instruction, as defined in the TAP rubric.

i. Tighten the alignment between lesson objectives, instructional activities and assessments of students' progress towards those objectives.

ii. Identify and implement instructional strategies and activities that cultivate collaborative work and accountability.

1. Employ strategies to build students' intrinsic motivation, encouraging work towards clear, achievable goals.

2. Build into weekly lessons opportunities for students to share their writing, engage in high-level conversations about books and take on roles and responsibilities during group work.

  c. Initiate *Individual Growth Plans* through which each teacher identifies areas of instructional attention and development, based on the specific needs of students in his/her classroom.

  d. Employ consistent systems of instruction and student accountability across the grade level and from grade to grade.

    i. Use weekly grade-level planning meetings to ensure teams are following school-wide plan and using same criteria to measure (i.e. grade) students' growth and discipline.

    ii. Utilize cluster meetings to consistently identify the critical attributes of instructional practices to be implemented across grade levels.

    iii. Initiate grade-level walk-through's to help identify areas of strength and consistent implementation as well as those that need attention.

  e. Develop and highlight new strategies and identify new resources through which teachers effectively employ Smart Boards, "clickers," and laptops to increase student engagement, productivity and mastery of lesson objectives.

3. **Develop and implement the "Challenge Block," 40 minutes of each academic day focused on building students' command of basic literacy skills.**

  a. Create an assessment and intervention schedule, in which students will be organized into Challenge groups on a multi-week rotation.

  b. Define responsibilities for instruction to all K-2 Students.

  c. Identify curriculum and content of instruction for different student groups

  d. Analyze and disaggregate BOY reading data (NWEA, RAZ and PASI/PSI screeners) to determine logical student groupings.

  e. Draft and revise an implementation plan, specifying management systems and transitions to and from Challenge Block.

4. **Improve quality and consistency of management and organizational systems across the school.**

  a. Develop and employ a Culture Rubric, defining specific expectations in classroom management, teacher voice, hallway protocols and procedures and other systems that reflect our expectations for conduct across the school community.

    i. Devote part of each Faculty Meeting to review element of the rubric to support consistent implementation.

  b. Implement a school-wide system of "CFA bucks," to encourage students to practice CFA Be-Attitudes and reward productive conduct.

    i. Consistently reinforce the purpose of this system and relate to school and students' academic goals

  c. Add "Gold" level to our school-wide behavior management system, rewarding students who consistently contribute to a culture of collaboration and respect across the school.

  d. Revise and reinforce systems of recognition for strong school attendance through the creation of "dog tags" for individual recognition and an attendance flag for class recognition.

  e. Revise and reinforce systems of highlighting Virtues and Heroes each month

      i.   Recognize students who conduct themselves in way that reflect each virtue.

     ii. Create lesson plans and schedules to reinforce virtues in each classroom.

  f. Revise management flow chart to specify consequences for student disruption and sequence of consequences for "first responder" calls.

  g. Use Saturday School to reinforce conduct expectations and allow students time to make up for missed learning.

      i. Identify and track measures through which we determine the effectiveness of Saturday School in minimizing disruptive behavior.

          1. Make sure the work that students are doing during Saturday School actually improves upon the skills in which the students need assistance.

  h. Coordinate college visits to ensure that students at each grade level attend at least one college and at least six different colleges k-5.

      i. Develop an extended day visit (7AM-7PM) college visit for our fourth grade students and overnight college visit for our fifth graders.

5. **Expand Learning Opportunities for CFA students outside regular school day**

  a. Continue to build our athletics program, strengthening systems of organization and communication piloted last year.

  b. Continue to build and maintain our Monday Club program, providing 8-10 additional hours of instruction for 150 students three sessions a year.

      i. Increase by 2-3 the number of community partnerships providing Monday clubs to CFA students during the school year.

  c. Enhance our health and nutrition initiative with the addition of an improved CFA Garden, closer to the school and maintained through our partnerships with Keep Indianapolis Beautiful and Distelrath farms.

      i. Increase student participation in CFA's KIBI club, charging this group with the care of our garden and the learning opportunities it affords.

6. **Deepen family involvement in the life of our school and capacity to support student achievement**

  a. Monitor consistent implementation of the systems we have to keep parents abreast of students' conduct and academic progress (i.e. daily reports). Ensure parents are informed in the instance a student's grades may be slipping or he/she is not keeping up with rest of the class.

  b. Develop and implement a series of one-session, evening workshops, dubbed the "CFA Parent University," to help educate parents as to our school's systems of support as well as the resources, habits and rituals that parents can use to keep their children on a "college track."

  c. Strengthen support and increase parent participation in school governance and access to leadership-level decisions through the creation of a Parent Advisory Council, aligned with our current PTO.

Attachment 3: NWEA Goals Sheet

WINTER READING					SPRING READING				
206	*6*	*5*	*0.8*		*214*	*14*	*6.6*	*2.8*	
Mid-Year RIT Score	Overall Fall to Winter RIT Growth	Mid-Year Grade Level Equivalent	Mid-Year Growth Achieved (yrs)	Progress to Date	Ending RIT Score	Overall Fall to Spring RIT Growth	End of Year Grade Level Equivalent	End of Year Growth Achieved (yrs)	Overall Gain (yrs)
198	-4	3.8	-0.5	Below Target	215	13	6.9	2.6	
194	-1	3.3	-0.1	Below Target	209	14	5.5	2.1	
182	-19	2.2	-1.9	Below Target	200	-1	4.0	-0.1	
193	6	3.2	0.6	Below Target	203	16	4.4	1.8	
206	-1	4.9	-0.2	Below Target	216	9	7.2	2.1	
209	5	5.5	0.9	On Target	210	6	5.7	1.1	

Attachment 4: Teaching As Leadership Principles and Actions

THE (POCKET) TEACHING AS LEADERSHIP RUBRIC identifies 28 teacher actions that correlate with dramatic student achievement, organized by six principles of leadership. Full rubric→www.teachingasleadership.org.

Set Big Goals

Actions	Indicators of Advanced Proficiency
B-1: Set ambitious goals for student achievement	• Designs a goal that is both ambitious and feasible for most students, based on reasoning informed by multiple sources, including diagnostic results for mastery goals • Describes how the goal is aligned to all key standards, explains broadly what students should know, understand or be able to do in order to achieve the goal, and cites the necessary assessment tools (e.g., achievement tests, performance-based assessments, etc.) that will be most meaningful to students' lives when measuring the different facets of the goal

Invest Students and their Families/Influencers in Working Hard to Reach the Big Goal

I-1: Instill "I Can" in students	• Effectively uses student-centered strategies (based on an understanding of students and depending on the situation) to reach a range of students to convey that students can achieve by working hard • Regularly conveys messages and employs a series of integrated classroom strategies
I-2: Instill "I Want" in students	• Effectively uses student-centered strategies (based on an understanding of students and depending on the situation) to reach a range of students to convey that students benefit from academic achievement • Employs a series of integrated classroom strategies regularly
I-3: Use role models	• Ensures that role models convey messages of persistence and academic success • Enables students to gain frequent and meaningful exposure to role models • Ensures almost all students have appropriate role models with whom they identify, based on understanding of student subgroups
I-4: Reinforce academic efforts	• Chooses a variety of appealing reinforcements to reach a range of students • Reinforcement system recognizes significant academic effort and mastery of a well-defined, absolute bar • Provides reinforcements appropriately and flexibly so they are delivered at purposeful intervals and almost always conveys the meaning of the reinforcements as a celebration of progress toward the goals to maximize impact and lead to intrinsic motivation
I-5: Create a welcoming environment	• Effectively chooses messages applicable to student subgroups within the classroom (e.g., respect and appreciation for students' diverse academic levels, skills, learning styles, special needs, language, race, ethnicities, sexual orientations, backgrounds, etc.) • Effectively sets expectations for a welcoming environment as necessary, anticipates and prevents most breaches by proactively using a variety of methods that will support a welcoming environment and effectively responds to breaches when they occur
I-6: Mobilize families and influencers	• Uses multiple methods and occasions to mobilize students' key influencers (e.g., parents, guardians, coaches, pastors, etc.) • Shares knowledge and skills on how the influencers and the teacher can accelerate students' progress • Shares positive news of student performance on a relative scale • Successfully involves students' key influencers

Plan Purposefully

P-1: Develop assessments	• Creates or obtains diagnostics that assess the extent of readiness of most students, as well as formative assessments (including lesson assessments) that, when appropriate, scaffold questions to discern extent of mastery of each learning goal taught and summative assessments that measure mastery of each learning goal taught. Assessments do not contain any items unrelated to the learning goals taught • Uses multiple items aligned to the objective, in summative and formative assessments (while balancing efficiency) • Ensures each item reveals true mastery (while balancing the need for efficiency) • Grading systems efficiently provide detailed, increasingly reliable picture of student performance against goals to guide future planning, and the teacher can accurately articulate what explicit degrees of student mastery look like on items • Creates or obtains tracking system that calculates and reports individual and class progress toward big goals
P-2: Create lng-term and unit-plans (backwards design)	• Logically groups standards-aligned learning goals into a unit (coupled with an assessment) identifying daily clear, measurable, student-centered, and rigorous objectives, and creates a long-term plan (coupled with and end-of-year assessment) built on grouped and sequenced learning goals that lead to achievement of the big goal • Schedules units from the long-term plan and objectives from the unit plan on a calendar in advance and allocates time appropriately based on the content to be taught • Effectively tailors plan to class after engaging deeply with multiple sources, including diagnostic data (and others such as excellent school practices, veteran teacher consultation, etc.)
P-3: Lesson plan	• Key points are accurately and appropriately derived from the objective. All components of the lesson align to the objective, to the key points, and to the way that students will be asked to demonstrate mastery • Designs activities that align with and accomplish the purpose behind the steps of the lesson cycle • Designs lessons so that timing supports learning
P-4: Differentiate	• Regularly designs content, processes and products applicable to subgroups of students with different needs and interests • Crafts plans based on multiple sources of data (including ongoing assessments) and goals of the IEPs, if applicable • Designs efficient plans and accountability systems to initiate various forms of structured differentiation
P-5: Develop behavioral management plans	• Crafts rules that address most foreseeable needs in the classroom • Crafts student-friendly rules, i.e., clear to students once rules introduced, positively stated and manageable in number • Crafts consequences that are reasonable, logical, and likely to deter most students from misbehavior • Designs initial plan that requires all students to demonstrate their comprehension of the rules and consequences
P-6: Classroom procedures	• Develops procedures that address most foreseeable inefficiencies in the classroom • Designs procedures that create additional instructional time • Designs initial plan that requires all students to demonstrate their comprehension of the procedures

Execute Effectively

E-1: Clearly present academic content	• Explanations are coherent, cohesive, and correct with a focus on key ideas • Maintains effective tone, pace, volume, poise, and body language well enough to command the attention and interest of almost all of the students in a classroom • Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary
E-2: Manage student practice	• Clearly communicates instructions, with an emphasis on key points and rationale • Monitors student performance and engages with students to offer clarification and extend student understanding • Follows lesson plans faithfully, while flexibly making adjustments based on in-the-moment circumstances as necessary
E-3: Check for understanding	• Directs questions to a representative subset of students and can identify individual responses • Crafts questions that would reliably discern the extent of student understanding (e.g., scaffolded questioning) • Asks questions about the most important ideas throughout the lesson • Upholds high expectations for successful responses and tells students why they have or have not met the standard
E-4: Reinforce rules and consequences	• Communicates expectations, and often the purpose behind them, clearly, assertively and confidently, as necessary, usually avoiding in-depth discussions of expectations because they are well established • Effectively chooses from a range of techniques to respond justly to misbehaviors while maintaining students' dignity • Consistently reacts immediately, clearly and assertively in the moment • Misbehavior rarely prevents the lesson from moving forward and consistently ceases with teacher's intervention
E-5: Implement time-saving procedures	• Explains procedures clearly when needed, and often the purpose behind them, with an emphasis on key steps, usually avoiding in-depth directions entirely because almost all students know and follow firmly established procedures • Effectively reinforces procedures when they break down but anticipates and prevents most procedural breakdowns by proactively reinforcing procedures and regularly connects them to the purpose of maximizing instructional time • All procedures run smoothly and urgently with teacher's facilitation
E-6: Track student performance	• Regularly administers diagnostic, formative, and summative assessments to determine student progress • Accurately and efficiently grades in a way that helps students understand performance progress in relation to big goals • Tracks student performance regularly so that data can inform short- and long-term planning and differentiation

Continuously Increase Effectiveness

CIE-1: Gauge progress and gaps	• Accurately notes progress and gaps for established student subgroups (e.g., "low," "middle," and "high" groups and/or class periods) against goals and prioritizes gaps by weighing urgency and feasibility of addressing them • Performs action on regular occasions beyond staff-initiated, formal interactions
CIE-2: Identify contributing student actions	• Considers (based on data from more than one source) a wide range of student actions that align with key progress and gaps • Performs action on regular occasions beyond staff-initiated, formal interaction • Accurately prioritizes (using data and/or student work) a certain student habit or action that has contributed to student results by examining notable instances of student behavior and/or understanding and by weighing the feasibility and urgency of improving or capitalizing on the habit or action
CIE-3: Identify teacher actions	• Considers (based on data from more than one source) a wide range of teacher actions explaining key student habits or actions • Performs action on regular occasions beyond staff-initiated, formal interactions • Determines a key teacher action that contributes to notable trends in student performance by using the TAL rubric and by prioritizing teacher actions based on the feasibility and importance of improving or capitalizing on them
CIE-4: Identify underlying factors	• Considers a range of causes that could explain key aspects of teacher actions • Performs action on regular occasions beyond staff-initiated, formal interactions • Determines a root cause that contributes to an identified teacher action by listing potential underlying factors, using data, reflecting honestly and prioritizing based on solid evidence
CIE-5: Access learning experiences	• Pursues credible and meaningful resources and learning experiences that align with the underlying factor • Performs action on regular occasions beyond staff-initiated, formal interactions • Maximizes a productive learning experience and masters the pursued knowledge, skill, or mindset
CIE-6: Adjust course	• Chooses strategies that solve the key root causes and that build upon the teacher's and the classroom's strengths • Performs action on regular occasions beyond staff-initiated, formal interactions • Creates action plan that is personally feasible to implement independently • Implements the plan with fundamental commitment and follow-through

Work Relentlessly

W-1: Persist in the face of challenges	• Consistently targets for resolution those challenges that will most move students closer to the goals • Increases effort when faced with challenges
W-2: Expand time and resources	• Isolates key time and resource constraints that significantly impact student achievement • Considers and pursues purposefully selected substantial solutions to address time and/or resource needs • Employs a variety of appropriate persuasive techniques (e.g., logic, appeal to values, exchanging) to gain support of those who control time and resources, when necessary • Integrates the time and/or resources acquired into the classroom such that they have a sustained impact on student achievement
W-3: Sustain energy	• Anticipates when s/he may lose energy and motivation • Proactively takes steps to sustain energy and motivation through a combination of strategies

TEACHFOR**AMERICA**

Attachment 5: Data Demonstrating the Success of the Challenge Foundation Academy Model

The following data provides a profile of student achievement at Challenge Foundation Academy. The following data will serve as evidence of the current CFA's growth and achievement, as well as the standard of achievement expected at the replication school in terms of the most recent data.

In the space below, we share AYP status for the '10-11 school year. The measure of accountability is based upon ISTEP results.

In short, CFA made AYP on all 15 sub-groups, and our school made "exemplary progress" in terms of improvement in ISTEP proficiency. This is the second year in a row in which our school has made AYP; consequently, we are no longer on "probationary status."

**2011 ADEQUATE YEARLY PROGRESS UPDATE**

In 2010, CFA made "adequate yearly progress" on all 15 measures tracked through the No Child Left Behind legislation. This is the second year in a row in which CFA has made AYP on all 15 measures, which, in turn, removes us from the list of schools on "probationary status."

Student Group	English Performance					Math Performance				
	# of Stdts	Pass %	Target Pass %	Safe Harbor	Made	# of Stdts	Pass %	Target Pass %	Safe Harbor	Made
Overall	218	**74.8**	73.1		Y	189	**67.9**	72.2	Y	Y
Black	210	**73.8**	73.0		Y	81	**67.1**	72.1	Y	Y
F/R Meals	177	**72.3**	72.4	Y	Y	147	**67.2**	71.5	Y	Y
Special Ed.	38	**55.3**	64.2	Y	Y	33	**68.4**	63.2		Y

It is important to note that we made AYP only through the "safe harbor" provision on five of eight measures. Schools make "safe harbor" when the percentage of students not yet proficient declines by at least 10%. In other words, the percentage of students not yet proficient must decline by at least 3 percentage points in 2011 among school in which 30% of the students were not proficient in 2011. The areas in which we made AYP through "safe harbor" are those with a "Y" in the "SH" column.

ISTEP PROFICIENCY OVER TIME

Below is a graph of our average ISTEP proficiency in English and Math throughout the life of the school. This year's ISTEP data continues the positive trend in overall proficiency. For the first time, CFA's proficiency rate is equal to the state average (80% proficient on ELA and Math ISTEP+). Our leadership team is working to analyze our assessment data to help shape our instructional priorities as well as our academic goals for the coming year, as we continue to drive towards our goal of 90%+ academic proficiency in all subjects.
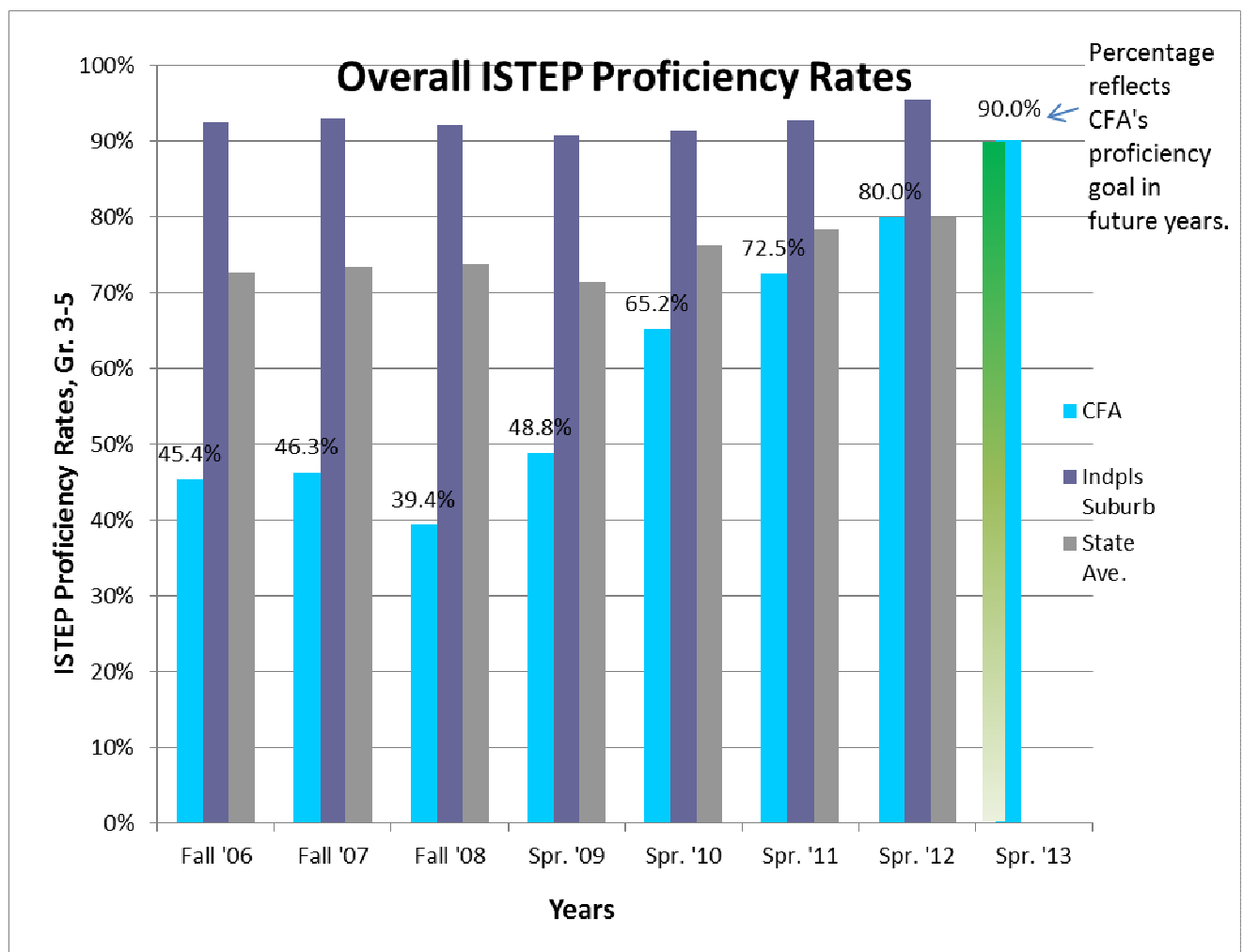
OVERALL ACHIEVEMENT AT CFA

This table presents an updated data profile of CFA to summarize the performance of schools across the state. It includes a variety of data profiling CFA, including the latest update on our ISTEP scores. The table displays the differences in proficiency rates between grades. One might also note the improvements we have made in English/Language Arts proficiency as well as the much more limited progress we have made in Math.

Overall Enrollment and Achievement at Challenge Foundation Academy

	Fall '08	Spr. '09	Spr. '10	Spr. '11	Spr. '12	State*
Students Enrolled	394	375	420	472	461	
Students in SPED	10.0%	16.0%	17.0%	14.0%		17.4%
Students Rec. Free Lunches/Textbooks	82%	85%	82%	82%	85%	40%
LEP Students	0.0%	0.0%	0.0%	0.0%	0.0%	9.1%
African-American Students	100.0%	100.0%	100.0%	99.0%	98%	12.0%
Year-to-Year Retention	76%	n/a	83%			

ISTEP Performance

Percent Passing ISTEP	Fall '08	Spr. '09	Spr. '10	Spr. '11	Spr. '12	State*
Grade 3 Math	20%	30%	59%	56%	68%	79%
Grade 3 Language Arts	33%	38%	70%	77%	83%	85%
Grade 4 Math	45%	47%	58%	77%	83%	79%
Grade 4 Language Arts	38%	55%	63%	89%	82%	82%
Grade 4 Science		49%	46%	52%	46%	78%
Grade 5 Math	65%	75%	82%	73%	87%	86%
Grade 5 Language Arts	46%	55%	64%	63%	76%	78%
Grade 5 Social Studies		43%	54%	52%	56%	67%
Average Class Size	25	25	25	25	25	22
Attendance Rate	97.2%	96.9%	96.2%	95.3%	96.8%	95.8%
Students with 10+ absences	N/A	62	132	133	75	
Students Suspended	4	84	56	78	46	
Students Expelled	0	0	0	0	0	
Expulsions/ Suspensions Involving Drugs, Alcohol or Weapons	0	0	0	0	0	

Note: State average scores pertain to ISTEP Spring 2012 only.

AVERAGE PERCENT GROWTH BY COHORT

This table presents growth data of four cohorts from CFA from Fall 2008-200 to Spring 2011-2012. The data from the above table was used to generate these percentages of growth from year to year. This table displays the percent of growth from one year to the next, as well as the average growth of each cohort during its time at CFA. Cohort C took the ISTEP test in Fall and Spring of the 2008-2009 school year. The colors of each cohort in this table align with the colors of each cohort from above. Only cohorts with testing data from multiple years were used to generate growth data.

		ELA Growth	Math Growth	Mean Growth per Cohort
Cohort B	3rd Grade			
	4th Grade	45%	4%	
	5th Grade	16%	74%	35%
Cohort C	3rd Grade	15%	50%	
	4th Grade	66%	93%	
	5th Grade	0%	26%	42%
Cohort D	3rd Grade			
	4th Grade	27%	31%	
	5th Grade	-15%	13%	14%
Cohort E	3rd Grade			
	4th Grade	6%	48%	
	5th Grade			27%

Attachment 6: Challenge Foundation Academy 2011 – 12 Performance Analysis Results

Core Question 1: Is the educational program a success?	Finding
1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?	Meets Standard
1.2. Are students making substantial and adequate gains over time, as measured using the Indiana Growth Model?	Approaching Standard
1.3. Is the school outperforming schools that the students would have been assigned to attend?	Exceeds Standard
1.4. Is the school meeting its school-specific educational goals?	Not Evaluated
Core Question 2: Is the organization effective and well-run?	Finding
2.1. Is the school in sound fiscal health?	Meets Standard
2.2. Are the school's student enrollment, attendance, and retention rates strong?	Exceeds Standard
2.3. Is the school's Board active and competent in its oversight?	Meets Standard
2.4. Is there a high level of parent satisfaction with the school?	Exceeds Standard
2.5. Is the school administration strong in its academic and organizational leadership?	Meets Standard
2.6. Is the school meeting its school-specific organizational and management performance goals?	Not Evaluated
Core Question 3: Is the school meeting its operations and access obligations?	Finding
3.1. Has the school satisfactorily completed all of its organizational and governance obligations?	Meets Standard
3.2. Is the school's physical plant safe and conducive to learning?	Meets Standard
3.3. Has the school established and implemented a fair and appropriate pupil enrollment process?	Meets Standard
3.4. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Not Evaluated
3.5. Is the school fulfilling its legal obligations related to access and services to English as a Second Language (ESL) students?	Not Evaluated

Attachment 7A: High School Discipline Policy

OUR CULTURE
In order to achieve our mission, we will establish a culture of academic excellence based on an accountability system that is predictable, fair, and valuable to students while remaining manageable and beneficial for teachers.

The culture of our school is centered on the belief that **every student at CCNS can and will graduate from a four-year college**. Academic excellence is our primary goal. We believe that behavioral excellence is a strong determining factor in academic excellence. Our high expectations for student behavior directly correlate to our high expectations for success in academics and in life.

STUDENT EMPOWERMENT SYSTEM
In order for our students to achieve at the highest level, we know that **students must be empowered to learn in an environment that is safe, positive, supportive, and rigorous**. Further, for our students to achieve their full potential academically, they must make positive choices and demonstrate behavioral excellence.

Our student empowerment system is all about ensuring that **students succeed without any exceptions and without any excuses**. This system employs a "whatever it takes" attitude to help our students succeed and grow, ensures that we celebrate our successes, and allows our students the opportunity to give back to our community. Students will be able to understand that their **choices and actions lead to logical outcomes**, and students will feel empowered to make decisions that will lead to future success.

GOALS OF STUDENT EMPOWERMENT SYSTEM
In order to reach our goal of enabling the implementation of effective intervention and support so students can reach their full potential academically, emotionally, and socially, we must do the following:
1) Help students achieve academic success by increasing time for instruction and reducing incidents of making poor choices.
2) Help students achieve social success by teaching priority civic behaviors – respect, responsibility, safety, and community
3) Adhere to a system that enables a 4 to 1 ratio of positive attention to corrections

CCNS FIVE PART SYSTEM – A CONTINUUM OF REWARDS AND INTERVENTIONS
- Merit Rewards and Demerit Marks – Behavior Incentive Program
- RISE – Behavior Support Program
- Top Scholars – Academic Incentive Program
- Office Hours – Academic Support Program

Success REWARDS and DEMERITs– BEHAVIOR INCENTIVE PROGRAM
Students will earn 25 Success Rewards per week, and these Success Rewards will be used to bid on auction items at our school town hall meetings, which will take place on the last Friday of each month. Students will be able to bid on prizes and bid trips.

Bid trips are outings that involve students in an activity outside of school – going to a museum, attending a Pacers game, or anything else of interest to the trip's organizers. Bid trips are created by any member of the staff, but the trip must be approved by the Principal. Once the trip is finalized, the organizer will set a minimum amount of Merit Rewards needed to attend and a limit of how many students can go on the trip. Students can decide whether or not they want to bid on the trip, and the top bidders will go on the outing.

Merit Rewards that are accumulated during a given month do NOT need to be used during that month. Merit Rewards can carry over from month to month.

Bonus Merit Points

Throughout the year, students can earn "bonus merit points" by going above and beyond their expected requirements. Teachers and staff should reward students with bonus Merit Rewards for exemplifying the core values of the school and for genuine displays of essential civic behavior (respect, responsibility, safety, and community). For example, if twenty students walk by a piece of trash on the ground and one student picks the trash up, the student who picks the trash up should earn a bonus Merit Point. He should also be recognized for his action in front of his peers. Core values and civil behavior bonus points should be awarded in one-point increments and handed out to students in paper form. Each teacher will have a set of bonus Merit Point papers to give to students at their discretion. Teachers and students will sign these papers.

Students may also receive bonus Merit Rewards for assisting teachers in the classroom. Some teachers might choose to develop official classroom jobs and to assign a specific number of Merit Rewards per week to this job. Other teachers might simply recognize a student's assistance in cleaning up the room, putting chairs up, etc. with the reward of a bonus Merit Point. Furthermore, students may receive bonus Merit Rewards for taking part in community service activities that are sponsored by members of the staff or that are sponsored through outside organizations. If a student takes part in an activity through a community organization or Church, he or she will simply need to bring in a signed note from the sponsor/director of this activity indicating that the student participated and for how many hours. One hour of community service equals five bonus Merit Points.

All staff members will be issued several copies of the certificate (below) in order to issue Bonus Merit Rewards to students.

Bonus Merit Rewards Certificate
This paper certifies that _____ has earned _____ Bonus Merit Rewards for _____.   **Signature of Staff Member: _____**   **Date: _____**

Demerit Marks

Just as students maintain and earn Merit Rewards for doing the right thing, conversely, **if they do not meet expectations, they will be issued Demerit Marks**. Students will lose five Merit Rewards every time they earn a Demerit Mark. Please note that Merit Rewards and Demerit Marks are the two main facets of **ONE** behavior incentive program and should be considered as such.

Demerit Marks are given for **non-negotiable and defiant** behavior. Non-negotiable behavior constitutes actions that are not necessarily malicious in nature but cannot be tolerated in a school environment that is focused on learning and achievement. Defiant behavior constitutes actions that are purposefully disruptive and often intentionally harmful to other students, the staff, or the school environment.

Although the consequence for both types of behavior is a Demerit Mark, **teachers should address non-negotiable and defiant behavior in different ways**. For example, if a student receives a mark for having a cell phone that is visible, a teacher might pull the student aside briefly, inform the student he/she has a mark, ask the student to put away the cell phone, and have the student quickly return to work. If a student receives a mark for calling another student a name, this might be a time to stop the entire class and take a "teachable moment" about what it means to be respectful to those around you. For more serious behavior infractions, teachers might need to make an immediate phone call home or send the student immediately to the office with a recommendation to be put on instant RISE. Please note that **this is only a recommendation**. Administrators will make the final decision as to whether a student will be put on RISE.

Also, please note that Demerits should rarely be used for student non-compliant behavior. In those circumstances, teachers are to use redirection or their in-class management system. Demerit marks are never to be used for student incompetence. In those circumstances, teachers need to re-teach expectations.

Non-compliant Behavior
- Off-task
- Talking out of turn
- Missing materials/supplies
- Unprepared for class
- Tardy to class
- Fixable uniform violation (shirt not tucked in, etc.)
- Not sitting up straight
- Not making eye contact (when requested)

The following is a non-exhaustive list of **non-negotiable** behavior:
1) Inappropriate Language
2) Using profanity
3) Horse Playing
4) Public Displays of Affection
5) Running in Hallway or Cafeteria
6) Unescorted or No Hall Pass
7) Talking during any emergency procedure or all-school function
8) Cell Phone or Electronic Device Displayed
9) Gum Chewing/Eating/Candy
10) Uniform Violation (Not Fixable)

The following is a non-exhaustive list of **defiant** behavior:
1) Disrespectful Body Language (rolling eyes, huffing and puffing, kicking or pounding furniture)
2) Disrespect to Another Student (name calling, mocking, writing on another students' materials)
3) Insubordination (refusing to do work, argumentative)
4) Disruptive/Loud
5) Throwing Objects
6) Lying
7) Talking to or communicating with a student who is on RISE

Merit Points, Demerit Marks, and Attendance
-If students are tardy to school, they will lose two Merit Rewards, but no Demerit Mark is given.

-If students have an absence (excused or unexcused) from school, they will lose five Merit Rewards, but no Demerit Mark is given. Please note again that the above lists are NOT exhaustive. Teachers are expected to use sound judgment when giving marks and to be predictable and fair.

Tracking Merit Rewards and Demerit Marks
Merit Rewards and Demerit Marks will be tracked on the Weekly Student Empowerment Spreadsheet that will move along with each homeroom from class to class. It will be up to each individual teacher to make sure he/she is updating the spreadsheet accordingly. At the end of each day, teachers will turn in their spreadsheets to the Director of School Culture who will enter all appropriate information on the Cumulative Student Empowerment Spreadsheet found on SIS or Google Docs. The Director of School Culture will check these spreadsheets on a regular basis to keep track of student behavior.

WEEKLY STUDENT EMPOWERMENT REPORT										

WEEK:
HOMEROOM:

LAST	FIRST	MARKS							MERIT POINTS	INSTANT RISE
		1	2	3	Call	4	5	RISE		

NON-NEGOTIABLE BEHAVIOR
1. Inappropriate Language
2. Using Profanity
3. Horse Playing
4. Public Displays of Affection
5. Running in Hallway or Cafeteria
6. Unescorted or No Hall Pass
7. Talking During Emergency Procedure/All-school Function
8. Electronic Device Displayed
9. Gum Chewing/Eating/Candy
10. Uniform Violation (Not Fixable)

DEFIANT BEHAVIOR
11. Disrespectful Body Language
12. Disrespect to Another Student
13. Insubordination
14. Disruptive/Loud
15. Throwing Objects
16. Lying
17. Talking to or communicating with a student who is on RISE

Three Demerits Call Home
When a student receives three Demerit Marks in one week, the teacher giving the third mark will make a call home to the student's parents/guardians either immediately in class, during a prep period, or at the end of the day depending on the severity of the situation and the teacher's discretion. **Teachers are required to make the third mark phone call within twelve hours of issuing the third mark**.

Bi-Weekly Reports
Every two weeks, students will receive a bi-weekly progress report that includes their grades in all of their classes. A Merit Rewards Update will be issued along with each student's progress report. In this manner, parents/guardians can check *both* students' academic and behavior success.

"Cashing In" Success Rewards
As previously stated, students will be able to use Merit Rewards to bid on items at the school wide town hall meeting and auction, which will take place on the last Friday of each month. On the last Friday of each month, each student will be given a second copy of his or her Merit Rewards Update (in addition to the copy that will be attached to the bi-weekly progress report intended for the parent/guardian of each student). This update will need to be turned in, along with any Bonus Merit Points, after a student has successfully bid on an item in the auction. If a student does not use any of his or her Merit Rewards during an auction, these points will carry over to the next month (and will continue to carry over to future months if they are not used). The Director of School

Culture will update the Cumulative Student Empowerment Spreadsheet on SIS or Google Docs after each auction to reflect how many Merit Rewards were spent and how many remain for each student.

Additional Privileges
In addition to prizes and bid trips, the accumulation of Merit Rewards will also enable students to earn "dress up" privileges. Students who earn 225 Merit Points during a semester (approximately 45 school days) will be given the privilege of wearing white dress shirts and school-issued ties instead of their school uniforms for the duration of the subsequent semester. This is an elite privilege that will be recognized during the end-of-semester town hall meetings and celebrations.

Restroom Privileges
Students will have two eight-minute passing times in which they will be allowed to use the restrooms at Ivy Tech. During this time, any student needing to use the restroom will retrieve a pass from one of our two High School Success Specialists, who will be posted near the main entrance to the school. The second Success Specialist will be outside the restrooms inside Ivy Tech. The Success Specialists will ensure that only students with passes are leaving CCNS to enter Ivy Tech.

Students will also be given three emergency restroom pass cards per semester. These may be used at any time throughout the semester in the event of a restroom emergency. Any restroom pass not used during a semester may be turned in for **25 Success Rewards.** Thus, students have the potential to earn an additional 75 Merit Rewards by not using their emergency restroom passes. Teachers should communicate this incentive to students on a regular basis to ensure that students are only using their emergency restroom passes in the event of true emergencies.

The High School Success Specialists will coordinate the issuing of Merit Rewards for unused emergency restroom passes.

RISE – BEHAVIOR SUPPORT PROGRAM
RISE stands for **R**estoring **I**ndividual **S**tudent **E**xcellence. RISE is the opportunity for students to re-learn the expectations of being a member of the CCNS community, and it is a consequence that reinforces the value of making good decisions. We place an extraordinarily high value on the concept of teamwork and accountability for actions. We believe that in order to ensure student success, we must help students by teaching them strategies to use to become successful individuals.

Students are expected to contribute to the CCNS team by respecting others and doing their share of work. While on RISE, students will receive the same instruction as others and will be expected to complete the same class work and homework.

Five Mark RISE Referral
When a student receives five Demerit Marks in one week, the staff member issuing the fifth mark will issue that student a RISE referral. The student should be sent immediately to the main office with a RISE Referral filled out by the teacher giving the fifth mark. The Operations Specialist will communicate with the Director of School Culture that there is a student with a RISE referral. If the Director of School Culture is not available, the Operations Specialist will communicate with the Principal. Please note again that administrators will make the final decision as to whether or not a student is put on RISE.

Instant RISE Referral
Students may also be placed on RISE for an instant RISE infraction.
Actions that may result in a student being placed on INSTANT RISE include the following:
  1) Academic Dishonesty (cheating, plagiarism, copying homework)

2) Bullying/Harassment (at school or online)
3) Vandalizing School or Student Property
4) Skipping a school wide event or meeting
5) Skipping school
6) Fighting (***Please note that "play fighting" is considered fighting***)
7) Excessive or gross display of non-compliant or defiant behavior

In instances of bullying, harassment, or fighting, students may face more severe consequences, including PASS or the possibility of suspension or expulsion, at the discretion of school administrators.

RISE Parent Notification
When a student is placed on RISE, the Director of School Culture will determine the appropriate level of RISE, call parents/guardians, and send home the RISE Parent Notification Letter explaining the reasons for the action and the rules for RISE. The letter must be returned with a parent/guardian signature before the student will be able to complete a RISE level.

RISE Levels
Students will be placed on four different levels of RISE, depending on the severity of the infraction and the number of times a student has previously been on RISE. At all levels, students must abide by the following rules:

If a student is put on RISE multiple times, he/she will then move to the next appropriate RISE level.

Level 1	1. Report to the Director of School Culture immediately at the beginning of the school day (prior to the beginning of Advisory) 2. Carry a RISE Folder (distinguishable by color) with RISE tracker and parent letter to each class. 3. Sit in an assigned location in each class and travel between classes separately. 4. Eat silent lunch in a designated area away from peers. 5. Do not communicate with other scholars in ANY way. This includes writing notes, gesturing with hands, laughing, or making facial expressions to other scholars. 6. Participate in group activities ONLY if given permission by the teacher and if participation is required for the learning activity. 7. Refrain from attending any field trips, participating in after school clubs/athletics, or taking part in school spirit activities. 8. Write letter addressing your actions and why you should be allowed back into the community. The DSC will read the letter and based on its contents and the students conduct while on RISE, the DSC will make a determination about the student rejoining the community.
Level 2	1. Level 1 consequences plus: 2. Mandatory after-school RISE intervention during Office Hours to work on Readmit Letter. If a student does not attend they will be moved to Level 3. 3. The student will write their Readmit Letter to their advisory. Again the DSC will determine rather the student is ready to rejoin the community.
Level 3	1. Level 2 consequences plus: 2. Mandatory parent/guardian conference before student can return to school. 3. The student will write their Readmit Letter to their advisory. The advisory will decide by vote if the student can rejoin the community.
Level 4	1. Level 3 consequences plus: 2. Student will be discussed as a school team. The team will discuss alternate strategies to support the student. The DSC will lead the creation of a behavior plan specialized for the student. The student may or may not be on RISE depending on the teams determination.
Level 5	1. Level 3 consequences plus: 2. A parent/guardian will be required to shadow a student for a least half a school day. The student

		will remain on RISE until this is completed.
	3.	Student will read their readmit letter to their entire grade/school. Parent must be present. The grade/school will conduct a silent vote to determine if the student will be welcomed back into the community.
Last Chance	1.	School team will meet again to make an alternate behavior plan for the student.
	2.	A parent conference will be held with the parent present to discuss the behavior plan. It will be explained that this is the student's last chance to be a part of our community.

***Students who are repeatedly on RISE or who take part in certain behavior that is considered severe may not be allowed to participate in school wide activities, including athletic events, prom, and other high school celebrations. This will be at the discretion of school administrators.**

***Students who are repeatedly on RISE or who take part in certain behavior that is considered severe may face more severe consequences, including PASS, an out-of-school suspension, or expulsion. This will be at the discretion of school administrators.**

Staff Notification and RISE Students Reporting to Class
The Director of School Culture will e-mail a RISE Report each morning. This will include a list of all students who are on RISE for that day and each student's RISE level. Students will always begin their time on RISE at the **beginning** of a school day, and students will remain on RISE for 3 to 5 days.

The Director of School Culture will escort all RISE students to their advisory classrooms, where they will be directed to their assigned locations in those classrooms.

Please note that on Fridays, since there will be no Advisory at the beginning of the day, RISE students may be a few minutes late to their first period classes. The Director of School Culture will escort students to their first period classes on Fridays.

Completion of a RISE Level
A student completes a RISE level by demonstrating a willingness to improve upon mistakes and change the negative behavior that caused the original consequence. This is shown by a student earning all 3's and 4's for three days on his/her RISE log within a five day period. In addition, students cannot receive any new Demerits on these days.

A parent/guardian must sign the RISE log (which is located inside the RISE Folder) each night a student is on RISE. If the parent does not sign the log, the student will lose one of the five days needed to complete RISE. In addition, it a student loses or destroys his/her RISE Folder, he/she will lose one of the five days needed to complete RISE. There should be no writing or drawing on the RISE Folder and papers should be kept neat and orderly. Please see sample RISE log on the below.

Just Beginning (1)	Approaching (2)	Meets (3)	Exceeds (4)
The student failed to meet the behavioral expectations of a CCNS scholar. The student failed to contribute to the learning environment of the classroom.	The student was on task for a majority of class, but did not follow all directions. The student made little effort to participate in classroom activities.	The student was on task and followed the instructor's directions. The student made an effort to participate in classroom activities.	The student was a model CCNS scholar! The on task behavior and active participation enhanced the learning environment.
Day 1	Behavior	Teacher Signature	Comment
Period 1	1 2 3 4		
Period 6	1 2 3 4		
Parent Signature:			

Student Readmit Letter
Students on RISE must also write Readmit Letter explaining why they received Demerits, what they plan to do to improve their behavior in the future, and why it is important to change their behavior. This letter will be edited and revised with the help of the Director of School Culture or advisory until the it is considered acceptable. After the plan is approved, students must present their final draft as stated in the RISE levels. If the letter is accepted the student will be able to join the CCNS family once again. If the letter is not accepted the student may have to serve additional days on RISE (at the discretion of administrators) until the student is welcomed back into the community.

There are many obstacles facing our students in their quest to attain a four-year college education. None of our students deserve to lose out on educational opportunities because of students in the classroom who are negatively contributing to the overall dynamics of the school. Any further offenses may result in PASS, suspension, or expulsion.

PASS
PASS stands for **P**ositive **A**lternative to **S**chool **S**uspension. According to the Civil Rights Project at UCLA, "being suspended even once in 9th grade is associated with a twofold increase in the likelihood of dropping out" of high school. With this in mind, it is absolutely crucial that we do everything we can to minimize student suspensions while maintaining the highest behavior standards for our students.

The PASS program will be used for students who are repeatedly on RISE. Students who do not take RISE seriously or who fail to meet the expectations of one of the RISE levels, and students who take part in certain behavior that is considered severe. Placing a student on PASS will be at the discretion of school administrators.

When a student is on PASS, he or she will report to the Director of School Culture immediately at the beginning of the school day (prior to the beginning of Advisory). Students will stay with school administrators for the entire school day, complete their school work in silence, and eat lunch in isolation in the Principal/DCSs office. Students will complete a written reflection (guidelines for this will be provided to the student by the Director of School Culture) and will take part in several conversations with school administrators based on this written reflection. These conversations might include but are not limited to strategies to improve organization, conflict resolution, and self-control.

The goals of PASS are to provide a consequence that will deter future negative behavior AND to equip students with the knowledge, skills, and motivation necessary to improve their behavior in the future.

If a student is on PASS, staff members will be notified via the morning PASS Report that will be e-mailed by the Director of School Culture. Teachers should have work prepared that PASS students can complete during the school day. To the fullest extent possible, **this work should be the same work that students would complete if they were in the classroom** in order to prevent students from falling behind academically. The Director of School Culture will collect this work prior to 7:55 AM.

Student Council and the Student Appeals Board
The CCNS Student Council will consist of seven members: President, Vice-president, Secretary, Treasurer, Commissioner of School Activities, Commissioner of Publicity and Student Recognition, and Commissioner of Student Appeals. Each position will be elected in a vote by the entire student body during the month of August.

The Commissioner of Student Appeals will run all meetings of the Student Appeals Board. This Board will be made up of the Commissioner of Student Appeals, the President of the Student Council, the Vice-president of the Student Council, and two appointed members (one appointed by the President of the Student Council and one appointed by the Principal). The Student Appeals Board will meet on an as-needed basis.

Students will be able to appeal consequences issued by the administration to the Appeals Board, and the Appeals Board will make one of two recommendations to the administration: upholding the consequence or changing the consequence to _____ (community service, a reduction in the number of days of a suspension, etc.). School administrators will decide whether or not to implement the Board's recommendation.

A student may appeal if he or she is denied the opportunity to attend a school wide function or take part in the class trip, put on PASS, suspended, or expelled. A student may also appeal a failing grade that is issued because of attendance.

A student may NOT appeal individual Demerit Marks, being placed on RISE, or a failing grade that is issued for any reason other than attendance.

TOP SCHOLARS – ACADEMIC INCENTIVE PROGRAM
For the first three semesters of the year, any student whose academic average meets or surpasses the criteria below will be deemed a CCNS Top Scholar. This will be our "Honor Roll" recognition system to acknowledge the hard work scholars have put in to meet their academic goals. All Top Scholars will be recognized during the town-hall meeting that corresponds with the end of a particular semester and awarded with a catered luncheon to distinguish them as those who have invested their time and energy appropriately. They will also receive certificates and other rewards throughout the semester. During the final semester of the year, Top Scholars will be acknowledged at the end-of-the-year Awards Ceremony in lieu of a luncheon. Special recognition will go to students who have maintained their Top Scholar status all year.

The top students in each grade will be given special awards at the end-of-the-year awards ceremony. Special awards will also be given to recognize commitments to community service, social justice, and the school culture of CCNS.

Top Scholar Designation	
Principal's List	4.0
Director's List	3.5 or higher
Honorable Mention	3.0 or higher

Classroom Recognition of Top Scholars

Each teacher will be encouraged to display and acknowledge Content Area Top Scholars for each of their classes so that scholars can feel successful throughout the school. Some scholars will simply be stronger in some courses versus others as opposed to being all-around top students. We do not ever want to ignore a student's achievement simply because they are not strong in all of their classes.

Small rewards should be used to recognize these scholars. Just as there will be a school-wide display for school-wide Top Scholars, there will be a classroom display for the Top Scholars in each class. Teachers are encouraged to create additional systems within their classrooms to promote, recognize, reward, and celebrate student achievement.

Student Council

The Student Council, specifically the Commissioner of Publicity and Student Recognition, will work closely with the administration and the Student Council's faculty sponsor to implement additional ways of celebrating student success. Some potential ways to celebrate include students of the month and special morning meeting celebrations to recognize special achievement.

OFFICE HOURS – ACADEMIC SUPPORT PROGRAM

At CCNS, we know that the best way for students to master subject matter is to continually practice the skills learned in the classroom. One of the most straightforward ways for students to practice skills is for them to do homework. In addition, homework provides teachers with essential daily data to be able to monitor students' progress towards mastery of a skill set.

When students do not complete their homework, they set themselves up for a cycle of failure and disengagement that does not produce the desired result of getting students to and through college successfully.

At CCNS, we know that students might need help with their homework or might simply prefer to complete their homework or studying in a school environment that is safe and supportive. Additionally, we know that students might need help not necessarily with a specific homework assignment, but rather with understanding a particular concept that was taught during class time.

Therefore, CCNS offers Office Hours to students every week, Monday – Thursday. Students will be able to stay at school for up to an hour and a half after the final bell to receive support from staff members. Each staff member will commit to being available during Office Hours one day per week, unless he or she is sponsoring another after-school activity or coaching a sport that prevents him or her from being able to assist during Office Hours.

Office Hours will be **mandatory for any student who fails to turn in any homework assignment** at the beginning of a school day. Moreover, CCNS administrators, teachers, and staff members reserve the right to make Office Hours mandatory for a student if it is determined that this time is essential for the student to reach his or her academic potential. This means that any student who has not mastered a particular concept could be required to attend Office Hours for additional support. This also means that any student who is excelling in a particular class and in need of enrichment could be required to attend Office Hours. If a student is required to attend Office Hours for any reason, failure to report to Office Hours will result in a Demerit Mark being issued.

Office Hours – Expectations

Office hours will take place in the social studies classroom on Monday – Thursday beginning at 4:00 and ending at 5:30. Students will be given a snack at the beginning of Office Hours and then will be separated based on individual need. For example, students who need additional help mastering a math concept will be grouped together. Staff members will be engaged with students throughout Office Hours, providing mini-lessons as necessary, editing papers, conferencing with students, etc.

Homework Check

Advisory teachers will conduct a homework check at the beginning of Advisory Monday – Thursday. Students will place their homework in a designated folder for each of their classes and the teacher will check to ensure that each homework assignment is complete. Teachers will note any student who has not completed their homework for any class in the SIS system or Google Document by 8:15 AM. The Operations Specialist will then send out a phone blast to the parents of any students who have not turned in a homework assignment(s), indicating that those students will be **required** to stay for Office Hours on that day. Each advisory teacher will ensure that homework assignments are delivered to the appropriate teachers.

We encourage teachers to refrain from making written homework assignments due on Fridays. Homework should still be assigned on Thursdays, but this homework should not have a written component that needs to be checked by the advisory teachers on Fridays. Teachers are welcome to assign written homework on Thursdays (with Friday due dates), but teachers assigning this work will be responsible for any associated homework checks. Homework will not be checked during Advisory on Fridays because Advisory will be at the end of the day on Fridays.

Additional Support/Enrichment

Students who need additional support in order to master content in any of their classes and students who are in need of enrichment in any of their classes may be **required** by teachers or administrators to attend Office Hours on a specified day(s). When this is the case, the staff member requiring attendance at Office Hours must communicate this to the student on the day prior to the student's required attendance. Additionally, the staff member requiring attendance must submit the names of any students whose attendance will be required at Office Hours (for additional support or enrichment) on the SIS System no later than the time that students names are submitted for missing homework on the morning of the day of required attendance. The Operations Specialist will send out this information via the same phone blast that is sent out for missing homework.

Attachment 7B: K – 8 Discipline Policy

Color System (K thru 5)

- Off the charts +5
- Purple +3
- Blue +1
- Green
- Yellow (Teachers expected to inform student how they are not meeting classroom expectations)
- Red (Teachers expected to explain to student how to meet expectations, then isolate student)
- Send to DOC w/ office referral form detailing student misbehavior

Dean of Culture (DOC) will call home for every student sent to DOC office and discipline each student under DOC discretion

Teachers are expected to call home for every student they send to DOC office & explain how student failed to meet classroom expectations, what was done to correct student behavior, and how student continued to disrupt the learning process

Middle School (6 thru 8)

- Teachers are expected to be efficient and effective classroom managers.
- Teachers are expected to maximize instructional time for all students.
- Teachers are expected to communicate classroom expectations to students.
- Teachers are expected to handle Category A offenses in the classroom.
- Teachers are expected to communicate with parents or guardians in a consistent manner.

Category A offenses

If a student fails to meet teacher's expectations in the classroom and disrupts the learning environment:

> **Warning #1:**
>
> - Teachers are expected to inform student how they are not meeting class expectations
>   - Then, explain to student how to meet class expectations.
>
> **Warning #2:**
>
> - Option #1: Teachers are expected to isolate student in class, away from class community.
> - Option #2: Send student out of class to work with Interventionist in small group.

If a student continues disrupt the learning environment after multiple attempts to redirect behavior:

- Send student to DOC office w/ office referral form detailing student misbehavior.
  - o DOC will call home for every student sent to DOC office and discipline each student under DOC discretion.
  - o Teachers are expected to call home for every student they send to DOC office & explain how student failed to meet classroom expectations, what was done to correct student behavior, and how student continued to disrupt the learning process.

Category B & C offenses

Any student who commits a Category B or C offense must be sent to DOC office immediately.

  - o DOC will call home for every student sent to DOC office and discipline each student under DOC discretion.

Habitual discipline offender Procedures

-NCCS administration is committed to making decisions for the betterment of the student at all times.

-NCCS administration is committed to having clear, concise, and consistent communication with teachers and parents/guardians regarding students at all times.

-NCCS administration is committed to include parents/guardians in the decision making process, regarding discipline.

- **Students sent to DOC office 2x's in week or 4x's in month**
  a. Parent conference will be set (including administrator(s), teacher, parent/guardian)

- **Students sent to DOC office 3x's in week or 8x's in month**
  a. 3 day in-school suspension (student cannot return to school until parent/guardian meets with administrator and signs behavior contract)

- **Students sent to DOC office 2 or more x's in a week, multiple times in month**
  a. 3 day in-school suspension (student cannot return to school until parent/guardian meets with administrator and signs behavior contract)

- **Students who receive multiple in-school suspensions in month**
  a. 3 day out of school suspension
    i. student cannot return to school until parent/guardian meets with administrator
    ii. student will be identified as a student who refuses to abide by school culture

- **Students identified as refusing to abide by school culture sent to DOC office 2x's in week**

  1st occurrence:

a. 5 day out of school suspension (student cannot return to school until parent/guardian meets with administrator)

2nd occurrence:

b. Suspended indefinitely (Expulsion hearing will be set)

Community Meetings

Community meetings will be held every Friday in effort to bring recognition and reward students and staff members who go above and beyond their school-wide expectations.

- K-5 students will be able to use the points they have accumulated from the color system to receive rewards. (K-5 Teachers are responsible for keeping track of and regularly updating points accumulated and used for each individual student in their classroom)
- K-5 Teachers will select 3 students from their class to be recognized by the whole school community for going above and beyond the expectations set forth in the classroom each week.
- Middle School teachers will collectively select 3 "6th grade students", 3 "7th grade students", and 3 "8th grade students" to be recognized by the whole school community for going above and beyond the expectations set forth in all middle school classrooms each week.
- All teachers selecting students to receive recognition from the school community will be addressing the school community to explain why they selected each student and to give praise to each student selected for their hard work and effort.
- On the last community meeting of each month, a teacher or a staff member will be recognized as the teacher or staff member of the month. This honor will be earned by the teacher or staff member that goes above and beyond their realm of expectations for the month and whose hard work stands out relative to their peers.

Arrival/Breakfast Procedures

All students must enter school through the middle doors leading into the cafeteria, when they are arriving to school. Students have 2 options for waiting for school to begin when they arrive in the morning:

Option 1- Eat breakfast

- Student will get in a single file line and receive breakfast.
- After student receives breakfast, student will sit down at cafeteria table and eat breakfast in a quiet manner.
- Students are not allowed to leave the cafeteria table while eating breakfast.
- Students are not allowed to be at the cafeteria table if they are not eating breakfast.

Option 2- Sit quietly in bleachers

- Student will go directly to bleachers and sit down in a quiet manner.
- Students are able to talk quietly with others around them, while waiting for school to begin.
- Students are not allowed to leave bleachers without permission from a staff member unless they are getting in line for breakfast.

-Interventionist's will be responsible for supervising the students in the cafeteria before and after school.

-Teachers will be expected to be in classroom preparing for the day during arrival.

Hallway Procedures

Students must be quiet and in a straight-single file line, led by classroom teacher or interventionist, at all times.

No student should be sent out of the classroom without another student present to accompany them.

Middle school students transitioning from classroom to classroom throughout the day must form a single file line at the end of their preceding class and walk in an orderly manner to their next class, under the supervision of interventionist's.

Proper way to respond to students identified as not meeting the expectations in the hallway are as follows:

- **1st occurrence**
    1. Inform the student why they are not meeting the expectations of the hallway.
    2. Next, inform (or model) the student the proper way to behave in the hallway that satisfy the school-wide expectations.
    3. Lastly, monitor the student to ensure he/she is meeting the hallway expectations.

If student continues to not meet the expectations of the hallway

- **2nd occurrence within week**
    1. Bring student to DOC office.
    2. Student must write a 1 page essay on "Why it is important to have hallway procedures in place at school."

If student reaches a 3rd occurrence within week

    1. Bring student to DOC office.
    2. Student will be disciplined under DOC discretion

Lunch/Cafeteria Procedures

-Students will enter the cafeteria in a quiet and orderly manner.

-Students should enter the cafeteria as a class, lined up quiet and in a straight line led by classroom teacher.

-Students will have assigned areas to eat in the cafeteria, in accordance to student grade and class.

-Students will be supervised by Interventionist during lunch.

-Students must remain seated at the cafeteria tables while eating and are not to leave then cafeteria table without permission from a staff member.

-After students finish eating and have cleaned up their area, students may sit on the bleachers and talk quietly until their class is called to line up and walk back to class in a orderly manner.

Dismissal/End of Day Procedures
Bus Riders & Car Riders
- Bus and car riders will be led to the gym in a quiet, straight, and orderly manner by classroom teacher.
- All bus riders will line up at either the designated East or West bus exit, waiting to load the buses as it arrives, under the supervision of an interventionist at each exit.
- All bus riders must be in a straight line when waiting for the buses to arrive or to load the buses.
- All car riders must sit quietly in a straight line, in a designated area of the gym (in accordance to grade and class), under the supervision of classroom teacher.
- Staff will be positioned outside with a walkie talkie communicating to another staff member with a walkie talkie what families have arrived for pickup.
- A staff member with a microphone will announce the students whose rides are present for pick up and will ensure students are leaving school in an orderly manner.

Walkers

- Walkers will be permitted to leave the building at dismissal.
- Walkers must receive permission from classroom teacher to leave classroom at dismissal.
- Walkers are not permitted to be in the building unless staying after school for a sponsored after-school program or tutoring.

After-school Procedures

- All students who stay after school must have a sponsor.
- Sponsors must be members of the staff or approved by administration.
- Sponsors may not leave students unattended.
- Sponsors may leave the building until all students sponsored have been picked up.
- All after-school programs, activities, sports, tutoring, etc. must be ran in an orderly manner maximizing time and the experience of the program.

Attachment 8: Common Core and Core Knowledge Alignment

CCSS Alignment for Core Knowledge Kindergarten

Core Knowledge®

Core Knowledge Preschool Objectives	Common Core State Standards English Language Arts & Literacy in History/Social Studies, and Science, and Technical Subjects	Core Knowledge Kindergarten Language Arts
	READING STANDARDS FOR INFORMATIONAL TEXT	
	Key Ideas and Details	
Oral Language I-OL9.23 Ask or answer questions beginning with who, what, where, when, why. I-OL9.24 Ask or answer increasingly detailed, elaborated questions (other than those beginning with who, what, where, when, why). *Storybook Reading and Storytelling* I-SR1.4a Answer who, what and where questions about a read-aloud. II-SR1.4b Answer who, what, where, when and why questions about a read-aloud.	RI.K.1. With prompting and support, ask and answer questions about key details in a text.	*Listening and Learning* • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering "why" questions that require recognizing cause/effect relationships (L.K.17) • Retell key details *Skills* • Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently. • Ask questions to clarify information in a read-aloud.
Oral Language I-OL4.3a Sequence & describe 3 images of events or phases of a single event that have been experienced, occurring at temporally distinct times of the day. II-OL4.3b Sequence & describe 3 – 5 images of events or phases of a single event that have been experienced.	RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	*Listening and Learning* • Sequence four to six pictures illustrating events from a nonfiction read-aloud (L.K.31) • Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.K.14) • Retell key details

Objectives Correlation between Core Knowledge® Preschool,
Common Core State Standards, and Core Knowledge® Kindergarten

6

Attachment 9: Response to Instruction in Detail

Challenge Foundation Academy
Response To Instruction

Tier One
*Tier one includes classroom supports that benefit the growth and development of **all students.** Teachers may adjust or tweak these supports to address the academic and behavioral needs of specific students or groups of students; yet, they occur within regular classroom level systems and supports for young learners.*

Academic:	Conduct/Behavior:
Regular Classroom Systems and Practices Skills Grouping (Reading Grps., Differentiated Math Activities, etc.) Partner Reading	General Classroom Rules and Management Teacher-Initiated Conduct Contracts and Incentives Spec. Programs Addressing Classroom and School-wide Concerns

Universal Screener:
NWEA Results (K-8),
RAZ & PASI/PSI Screeners
Benchmark Assessment Results
Behavior and Counseling Referrals
Teacher Referrals (proposed during RTI Mtgs)

30 minutes per day in addition to Core

Tier Two
Tier two includes special supports and interventions designed to address the specific needs a subset of students within a small group setting. These students are generally below or significantly above grade level, or they have distinct behavior needs. They receive special support through small group interventions outside of core academic time.

Academic:	Conduct/Behavior:
Parent Involvement/ Home Support Plans Small Group Intervention After-school Academic Boost Programs Monday Club Enrichment Opportunities	Parent Involvement/ Home Support Plans Small Group Counseling Behavior Contracts and Special Incentives (Managed through Counselor)

Monitoring and Assessment Data:
Progress in T2 Interventions
RAZ & PASI/PSI Screeners
Response to Counseling, Behavioral Contracts,
Student-Support Team Assessments

Two 30 min. instruct. blocks per day in addition to Core

Tier Three
Tier three includes individualized supports and interventions designed to address the specific needs of students in a special setting. T3 students are significantly behind, or they have distinct behavior needs that require significant individualized attention. Along with tailored T2 supports, T3 students received individualized assistance in class as well as outside core academic time with our Literacy Specialists. T3 students may or may not have a diagnosed learning disability.

Academic:	Conduct/Behavior:
Specialized Daily Interventions Targeted Skills Grade Retention Special Classroom Accommodations Modified Curriculum (Based on IEP Goals)	Individual Daily Counseling Check-ins Special Contracts, Incentives etc. Behavioral Adjustment Plan Therapeutic Family Counseling

Monitoring and Assessment Data:
Progress in T3 Interventions,
GEI's and Child Study Team
SPED Assessment

Attachment 10: Best Practices in ELL

TECHNIQUE*	DESCRIPTION
Activating Prior Knowledge And Building Background Knowledge	When hearing or reading information in a second language, it is easy to stumble on an unfamiliar word or phrase, which usually causes a complete breakdown in understanding. This can be avoided if the learner is somewhat familiar with the intended message. It is, therefore, important to explicitly link what the student already knows to what is to be taught next. If it is important to link existing knowledge to new material to be learned, how much more important it becomes to fill gaps that students have as a result of interrupted or no prior education. For myriad reasons, this is frequently the case with families of English learners.
Cooperative Learning	An umbrella term for classroom grouping strategies and learning activities which maximize student interaction to enhance learning. Heterogeneous grouping allows students to support one another in mutual accountability for individual learning. Students are assigned specific group roles (director, checker, timer, materials, etc...) and are encouraged to use social skills to foster postitive interdependence within the group.
Cues, Questions, and Advanced Organizers	Cues (hints), questions, and advance organizers (statement of those elements that the learner will be required to master in the lesson) are used at the beginning of a lesson to connect to students' prior knowledge and to make connections to new learning. This also reveals to teachers what students already know and what they need to know (Hill and Flynn, 2006; Orlich, et al, 2001).
Identifying Differences and Similarities	Students build understanding of complex concepts by focusing on their similarities and differences and classifying them using key attributes. Language tasks associated with these processes include describing, classifying, comparing, and contrasting.
Nonlinguistic Representation	Knowledge is stored in two forms - a linguistic form and an imagery form. The more we use both forms, the better we are able to think about and recall knowledge. Studies show that teachers rely primarily on linguistic representations to present new information. The non-linguistic form is the imagery mode of representation; primarily mental pictures and physical sensations.
Reinforce and Recognize Effort	These strategies address students' attitudes and beliefs. Most students are not aware of the importance of believing that their level of effort is related to their achievement. When students are rewarded or praised for achieving specific goals, their level of achievement is higher.

* Northwest Regional ESD. (2012). Best Practices for ELLs . Available from
http://ell.nwresd.org

Attachment 11: Current Community Charter Network Organization Chart
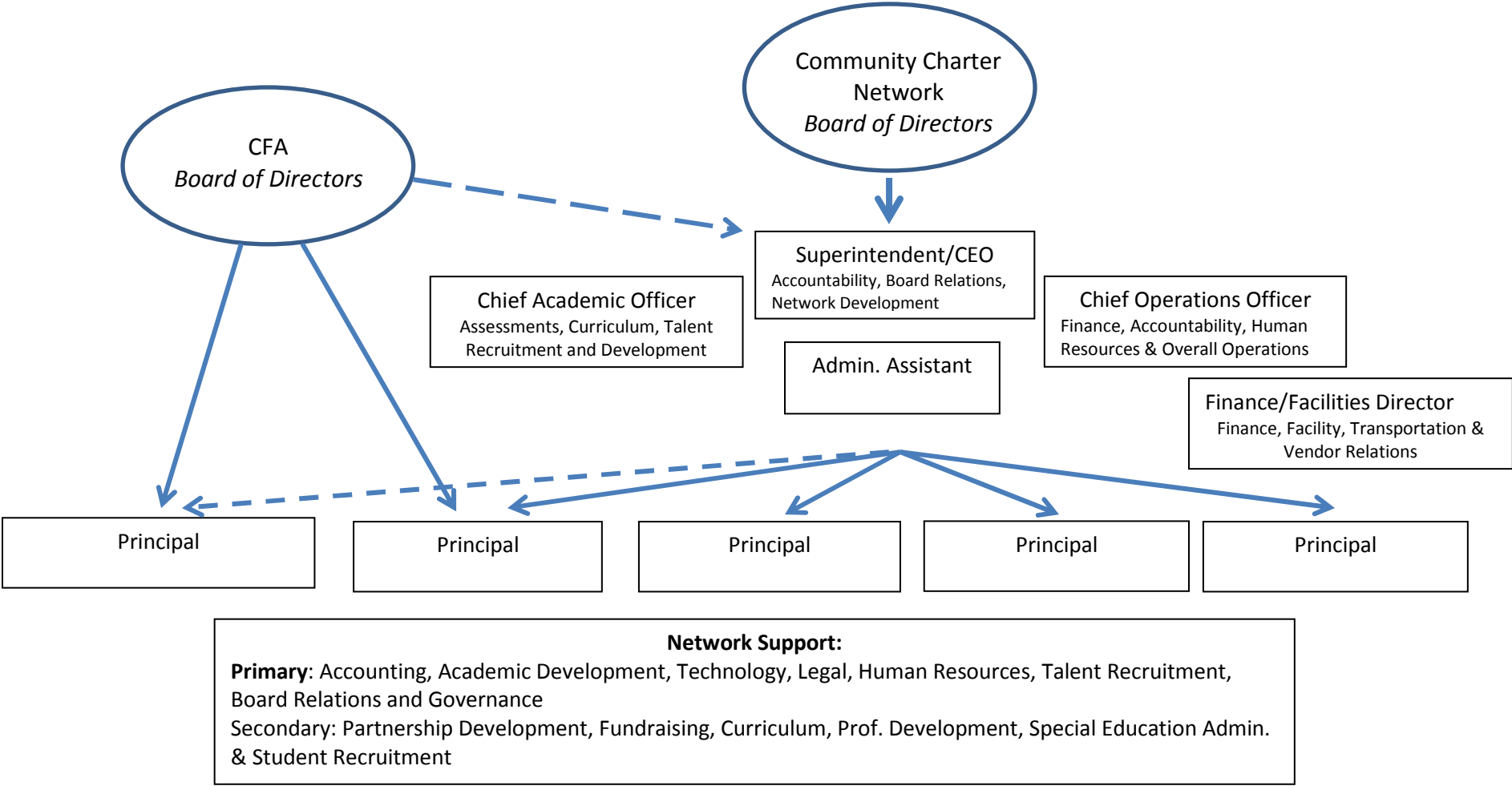

Note: A Business Manager at each school will assume responsibility for basic accounting, data management and vendor accountability, under the support, coordination and oversight of the Chief Operations Officer. The Business Manager is included in the budget of each school.

Attachment 12: Proposed Community Charter Network Organization Chart Beginning Summer 2014

```
        ┌──────────────────┐              ┌──────────────────┐
        │       CFA        │ ◄──► │ Community Charter│
        │ Board of Directors│              │     Network      │
        │                  │              │ Board of Directors│
        └──────────────────┘              └──────────────────┘
```

Superintendent/CEO
Accountability, Board Relations, Network Development

Chief Academic Officer
Assessments, Curriculum, Talent Recruitment and Development

Chief Operations Officer
Finance, Accountability, Human Resources & School Operations

Admin. Assistant

Finance/Facilities Director
Finance, Facility, Transportation & Technology

Principal	Principal	Principal	Principal	Principal

Network Support:
Primary: Accounting, Academic Development, Technology, Legal, Human Resources, Talent Recruitment, Board Relations and Governance
Secondary: Partnership Development, Fundraising, Curriculum, Prof. Development, Special Education Admin. & Student Recruitment

Note: A Business Manager at each school will assume responsibility for basic accounting, data management and vendor accountability, under the support, coordination and oversight of the Chief Operations Officer. The Business Manager is included in the budget of each school.

Attachment 13: School Organization Chart
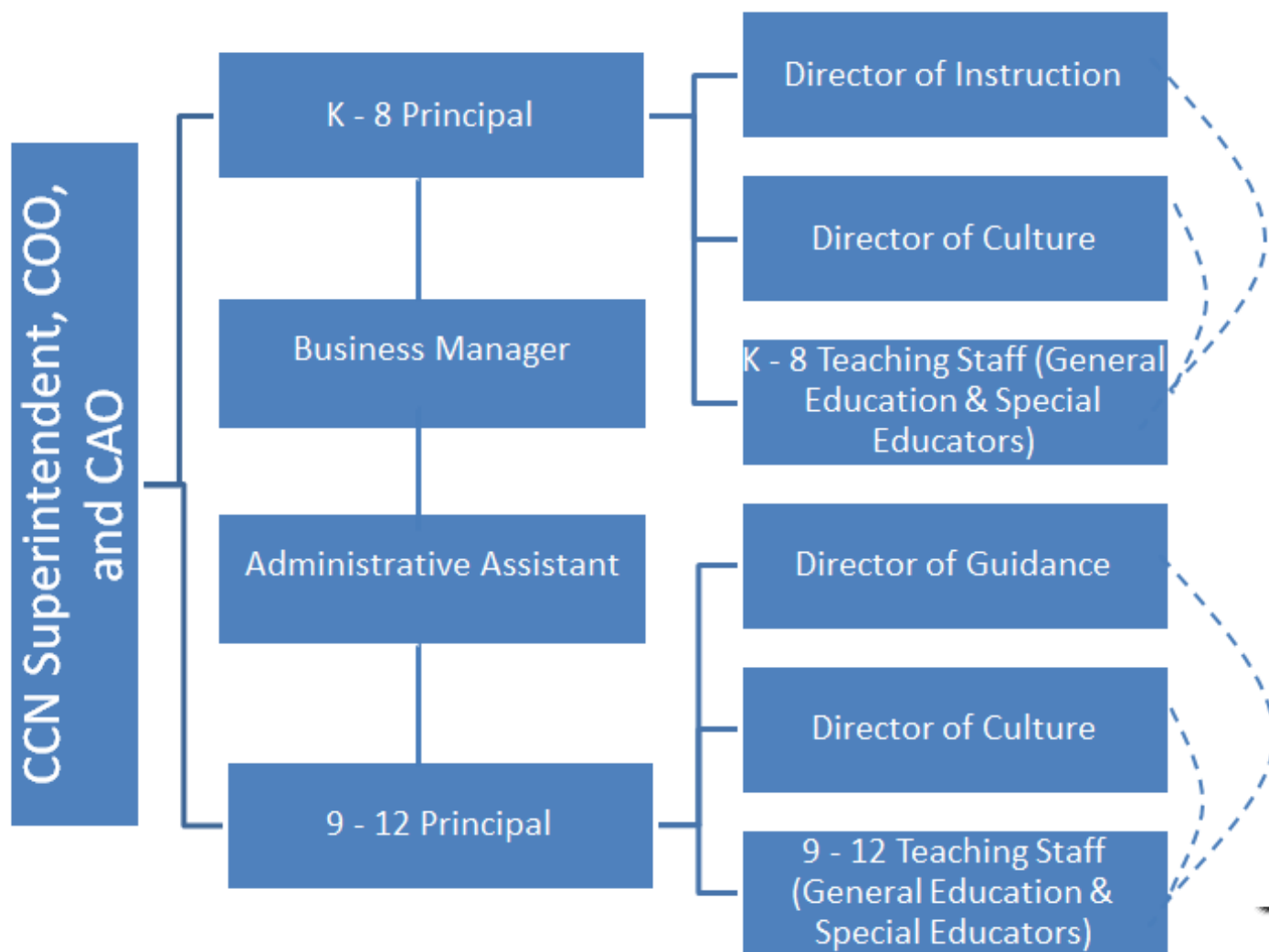
Attachment 14: RISE Principal Evaluation Rubric Domains and Competencies

Domain 1: Teacher Effectiveness

Great principals know that teacher quality is the most important in-school factor relating to student achievement. Principals drive effectiveness through (1) their role as a human capital manager and (2) by providing instructional leadership. Ultimately, principals are evaluated by their ability to drive teacher development and improvement based on a system that credibly differentiates the performance of teachers based on rigorous, fair definitions of teacher effectiveness.

Competency 1.1 – Human Capital Manager
- 1.1.2   Hiring and Retention
- 1.1.3   Evaluation of Teachers
- 1.1.4   Professional Development
- 1.1.5   Leadership and Talent Development
- 1.1.6   Delegation
- 1.1.7   Strategic Assignment
- 1.1.8   Addressing teachers who are in need of improvement or are ineffective

Competency 1.2 – Instructional Leadership
- 1.2.1   Mission and Vision
- 1.2.2   Classroom Observations
- 1.2.3   Teacher Collaboration

Competency 1.3 – Leading Indicators of Student Learning
- 1.3.1   Planning and Developing Student Learning Objectives
- 1.3.2   Rigorous Student Learning Objectives
- 1.3.3   Instructional Time

Domain 2: Leadership Actions

Great principals are deliberate in making decisions to raise student outcomes and drive teacher effectiveness. Certain leadership actions are critical to achieving transformative results: (1) modeling the *personal behavior* that sets the tone for all student and adult relationships in the school; (2) *building relationships* to ensure all key stakeholders work effectively with one another; and (3) developing a school wide *culture of achievement* aligned to the school's vision of success for every student.

Competency 2.1 – Personal Behavior
- 2.1.1   Professionalism
- 2.1.2   Time Management
- 2.1.3   Using Feedback to Improve Student Performance
- 2.1.4   Initiative and Persistence

Competency 2.2 – Building Relationships
- 2.2.1   Culture of Urgency
- 2.2.2   Communication
- 2.2.3   Forging Consensus for Change and Improvement

Competency 2.3 – Culture of Achievement
- 2.3.1   High Expectations
- 2.3.2   Academic Rigor
- 2.3.3   Data Usage in Teams

Attachment 15: Letters of Support from Community Partners

August 28, 2013

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mayor Ballard,

I am writing today to express my support for *Fall Creek Academy's* application for a charter issued by your *Office of Education Innovation*. In recent months, *Ivy Tech* has grown in their trust in the positive direction that the school is positioned to make in the coming years.

In recent months, our team at *Ivy Tech* has developed great confidence in Ms. Aleobua's leadership and the positive direction of *Fall Creek Academy*. We are confident with the support of the Mayor's office; *Fall Creek* can strengthen its relationship with *Ivy Tech* and truly build a program that combines the academic opportunities of dual credit with the supports that help high school students succeed in these classes. In recent months, we have met with members of *Fall Creek's* academic team, reviewed their plans and believe this school is poised to offer an exemplary Early College Program to all eligible students.

Finally, as a member of *Ivy Tech's* Senior Leadership Team, I believe *Ivy Tech* is in a unique position to improve the quality of our state's workforce. In order to serve this important need, we depend greatly on the quality of the preparation of our students. Rigorous schools, like *Fall Creek Academy*, present an excellent opportunity for our institutions to work together in providing a brighter future for Hoosier families. A robust Early College Program, as *Fall Creek Academy* aims to build, only facilitates students' post-secondary progress and helps transform the life trajectories of these young men and women as they pursue viable career opportunities.

On whole, I endorse *Fall Creek Academy's* charter application and recommend that the Mayor's office add them to their portfolio of high performing schools in Indianapolis. We look forward to continuing our partnership with the new leadership at *Fall Creek Academy* to ensure an increasing number of their high school students graduate with the skills to succeed in college and in enhancing our state's overall work force.

Sincerely,

Jeffrey A. Terp
Sr. Vice President for
Engagement and Institutional Efficiency

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, IN 46208-5752
P. 317-921-4860

Ivy Tech is an accredited, equal opportunity, affirmative action community college.

1400 East Hanna Avenue | (317) 788-3777
Indianapolis, Indiana 46227 | (317) 791-5925 fax
http://cell.uindy.edu

August 29, 2013

Dr. Charlie Schlegel
Superintendent
Fall Creek Academy
2540 North Capital Avenue
Indianapolis, Indiana 46208

Dear Members of the Charter School Board,

I am writing to express my support for the Fall Creek Academy's request for a charter from the Indianapolis Charter School Board. The Fall Creek Academy and the Center of Excellence in Leadership of Learning have collaborated since the school's founding. The school's vision of creating an Early College High School model is consistent with our role in providing technical assistance for such implementations and will undoubtedly have a positive influence on both present and planned educational improvement efforts for Fall Creek Academy.

As the organization officially designated by the Indiana Commission for Higher Education to provide certification for Indiana Early College High Schools, CELL looks forward to the opportunity of working with Fall Creek Academy to utilize their previous experience with this model to create a certified Early College High School that would meet our certification criteria, including pathways for students into dual credit, instructional supports for student success and formalized agreements with Ivy Tech Community College and other higher education partners.

In our role in promoting Early College and maintaining the Indiana Early College High School Network, CELL will provide support to Fall Creek Academy in its efforts should they be successful in receiving a charter from your board. As such, we anticipate that our continuing collaboration will ultimately serve the school to increase student achievement and improved educational attainment for future generations of Fall Creek Academy students.

Sincerely,

David Dresslar
Executive Director

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

August 29, 2013

Brandon Brown
Director of Charter Schools
Office of Education Innovation
Office of Mayor Greg Ballard - City of Indianapolis
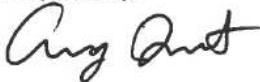
Dear Mr. Brown,

Teach for America – Indianapolis is pleased to support Fall Creek Academy's request for charter under the Indianapolis Mayor's Office of Education Innovation. Teach For America's mission is to grow the movement of leaders who work to ensure that kids growing up in poverty get an excellent education. To do this, we place teachers, whom we call corps members, in low-income areas for two years and support their continued development as leaders to end educational inequity beyond their commitment.

Teach For America – Indianapolis has and will continue to partner with Fall Creek Academy by placing corps members in its classrooms and supporting alumni school leadership. We are confident that under Charlie Schlegel's leadership and vision, the school will continue on the path of success for all children. We are committed to working alongside Fall Creek Academy, our corps members, and our alumni to achieve this shared vision.

We appreciate you accepting this letter of support for Fall Creek Academy's request for charter under the Indianapolis Mayor's Office of Education Innovation.

Respectfully,

Andy Seibert

Managing Director, Community Partnerships
Teach For America - Indianapolis

AN AMERICORPS PROGRAM

315 W. 36th Street, 7th Floor · New York, NY 10018 · P 212 279-2080 F 212 279-2081 · www.teachforamerica.org

Indianapolis
Teaching Fellows

August 29, 2013

To whom it may concern:

On behalf of the Indianapolis Teaching Fellows program, I am writing to express my support of Fall Creek Academy's request for a new charter with the Indianapolis Mayor's Office.

Since 2007, Indianapolis Teaching Fellows has recruited and trained over 325 teachers who are working to improve academic outcomes for students at Fall Creek Academy and other schools throughout Indiana. Our team also builds school leaders' capacity to help all teachers become more effective through accurate evaluations, meaningful feedback and improved instructional culture. Through our existing partnership, we will continue to ensure that Fall Creek Academy's students have access to rigorously prepared teachers who are held accountable for measurable results.

We are excited about the potential to continue our partnership with Fall Creek Academy, and support their mission of providing outstanding educational opportunities to Indianapolis students. If you have any questions, please do not hesitate to contact me at (440) 570-3981.

Sincerely,

Ian Scott
Partner
Indianapolis Teaching Fellows

Mapleton-Fall Creek Development Corporation
130 East 30th Street, Indianapolis, IN 46205

August 29, 2013

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, IN 46204

Dear Mayor Ballard,

On behalf of Mapleton-Fall Creek Development Corporation (MFCDC), I am pleased to offer this letter to support Fall Creek Academy's request for a charter from the City of Indianapolis. MFCDC is committed to connecting neighborhood partners to help, serve, revitalize, stimulate and invest resources to rebuild an affordable, safe and vital community.

Fall Creek Academy has been a wonderful community partner. Through their recent staff changes and commitment to developing a culture of high expectations for students, they have shown a dedication to ensuring students receive opportunities to become active, educated, and contributing members of society. We look forward to strengthening our partnership with Fall Creek Academy while improving the quality of life for residents and students in the Mid-North area of Indianapolis.

Please feel free to contact me or Kelli Mirgeaux, our Community Builder at kelli@mfcdc, should you have any questions about our working relationship with Fall Creek Academy.

Sincerely,

Leigh Riley Evans
Chief Executive Officer

kaleid'o'scope
YOUTH CENTER

September 4, 2013

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mayor Ballard,

On behalf of Kaleidoscope Youth Center, Inc., I am writing to express our organizations' support and commitment to Fall Creek Academy's request to become a Charter School under your control and supervision.

Since 2010, Kaleidoscope Youth Center has provided after school and summer programming for Fall Creek Academy youth, between the ages of 4 and 16. Kaleidoscope Youth Center's school year programming is deliberately geared toward increasing youth academic attainment, while summer month programming focuses on decreasing the summer learning lost experienced by many low to moderate income children. We provide Fall Creek Academy students with academic enrichment programming, college/career exploration, prevention, fitness and nutrition sessions, conflict resolution training, life skills development, and a variety of fun recreational activities.

Fall Creek Academy has been a wonderful community partner. They have shown a high level of commitment to ensuring students receive opportunities to become active, educated, and contributing members of society. We look forward to continuing our partnership with Fall Creek Academy.

Kaleidoscope Youth Center is in full support of this request. If you have any questions please feel free to contact me via email, jdarby@kycindy.org , or by phone, at 317.921.1040 Ext. 100.

Respectfully,

Jennifer Darby, MPA, MA
Executive Director

Kaleidoscope Youth Center • 4186 N. Broadway Street • Indianapolis, IN • 46205
A 501(C)3 NON-PROFIT TAX EXEMPT ORGANIZATION

xlii

Girls Inc.®
of Greater Indianapolis

3935 N. Meridian Street
Indianapolis, IN 46208
Tel: 317.283.0086
Fax: 317.921.4179

**girls
inc.**

Inspiring all girls
to be strong,
smart, and bold[SM]

June 7, 2013

The Honorable Gregory A. Ballard, Mayor
City of Indianapolis
City-County Building, Suite 2500
Indianapolis, IN   46204

Dear Mayor Ballard,

It is my pleasure to write in support of Fall Creek Academy's application for a school charter from the City of Indianapolis. Girls Inc. of Greater Indianapolis is dedicated to inspiring all girls to be strong, smart, and bold by providing hands-on programs that address the challenges girls face today, like self-esteem and   resistance to being bullied. We want all girls to be healthy, educated, and independent. We have had a program partnership with Fall Creek Academy since 2010—including hosting our Summer Day Camp there for three years— because this school shares our goals.

Fall Creek Academy has recently come under the administrative leadership of Dr. Charles Schlegel who has been a longtime partner of our organization through other schools that are also under his management. In our experience, Dr. Schlegel is a creative force in driving much needed improvement in outcomes for students, and his leadership style is one that gets results. We believe that the new leadership team put in place by Dr. Schlegel is one that will foster the improvements necessary for the future of all students.

We also believe that the Fall Creek Academy partnership with Girls Inc. is a demonstration of their relentless creativity in seeking the best outcomes for their students. Our programs develop important social and emotional learning skills that students often lack. The delivery method that we use is Socratic, and it makes our life-skill development, personal empowerment, and goal setting messages "sticky".   We are proud to work with the fine educators at Fall Creek Academy in helping to develop students who are better prepared to function as students—and more aware of the value of their education.

I encourage you to give strong consideration to the school charter application of Fall Creek Academy, and I would be happy to answer any questions that you have about our work with this school.

Sincerely,

Patricia A. Wachtel
President & CEO
317-522-2601

United
Way
Community Partner

On behalf of Our Savior Lutheran Church., I am writing to express our organization's support and commitment to Fall Creek Academy's request for a charter to the Mayor's office.
Fall Creek Academy is a tremendous community partner. They have shown a high level of commitment to students assisting them in receiving opportunities to become active, educated, and contributing members of society.

We are researching areas to partner with them, including but not limited to an after school program.

Our Savior is in support of Fall Creek Academy receiving this charter in order that they might continue to be a vital part of the Fall Creek Community, by educating and nourishing our youth.

Please feel free to contact me at 317 408 0669 or by email at gnny_link@yahoo.com

Sincerely

Ginny Link

God's Blessings
Ginny

814 N. Delaware Street | Indianapolis, IN 46204 | phone 317.955.7912 | fax 317.955.7916 | www.starfishinitiative.org

August 29, 2013

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mayor Ballard:

We are excited to hear that the Fall Creek Academy ("FCA") is making application to become a Charter School under your control and supervision.

As a prominent nonprofit organization in Indianapolis that is committed to "encouraging, inspiring and preparing promising, economically disadvantaged students for college and career success," we are excited these efforts may be successful. As we have in the past, we are committed to partnering with FCA students that qualify for Indiana's Twenty First Century Scholars program to secure a mentor who will help them on their journey to academic success and a future where college becomes a very distinct and real possibility. Today our program supports nearly 350 high school students and an estimated 200 who are still in college.

Starfish Initiative is excited about the possibility of an enhanced partnership with FCA to provide many more eligible students with the assistance and support they need to be successful getting to and through college. Gaining Mayoral support and sponsorship will allow FCA and Starfish to continue to work together in providing more students with the exceptional support that our program provides.

We stand ready to continue to advance our partnership with FCA.

Sincerely,

Robert L. Kizer, President and CEO
Starfish Initiative
317-955-7913 direct
bob@starfishinitiative.org

cc: Dr. Charlie Schlegel

United Way
United Way agency

FOR YOUTH DEVELOPEMENT®
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

August 29, 2013

Mayor Ballard
Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204

Dear Mayor Ballard,

The YMCA of Greater Indianapolis would like to express our support for a new charter school; the Fall Creek Academy.

This charter school will help ensure that all children at the academy will grow in character, academics, life skills, the arts, and wellness.

We believe the organizers and the administrators have nothing but the best in mind for the students and will help the students to exceed mastery state standards.

Thank you for your consideration of the Fall Creek Academy and we hope you will see this charter as the appropriate action.

Sincerely,

Eric J. Ellsworth
President & CEO
YMCA of Greater Indianapolis

Attachment 16: Main Campus (K-8) and Modular Campus (9-12) Layouts

Alley Way

R5 2nd Brown
O10 Storage
R16 3rd White
O11 Storage
R10 5th Pumphrey
R4 2nd Davis
R6 3rd Wolf
R9 MS ELA Hall
R11 5th Rooks
R3 1st Taylor
R7 Kind Cummings
Cafegymatorium
R15 4th Johnson
R8 MS SS Dickey
R12 4th Moore
R2 1st Shields
O9 Sped
M RR
O8 Conference
M RR
O14 Intervention
O5 Support
O6 Junior
R13 MS Math Knotts
RR
F RR
R1 Kind Moore
O7 Admin
Intervention Space
F RR
M RR
O6 Nurse
F RR
O5 PE
O4 Tech
O2 EA/Registrar
O3 Kitchen
O1 Reception
M RR
O12 Resources
F RR
R14 MS Science Cheng
ISS
O13 Admin

26th St.

Art and Music in Portable Unit on North Property

Capitol Ave.

Ramp 1

Ramp 2

M5

M5a

M5b

M2a

M2

M1a

M1

M3

M4

Attachment 17: Draft Bus Route/Schedule

East Side Bus Route

Mornings		Afternoons	
Time	**Location**	**Time**	**Location**
6:09 AM	E. 16th St. & N. Park Ave.	3:00 PM	Depart CCNS
6:19 AM	N. Tuxedo & Brookside Pkwy S Dr.	3:11 PM	E. 42nd St & N. Broadway St.
6:28 AM	E. 16th St. & N. Arlington Ave.	3:21 PM	E. 46th St. & N. Emerson Ave.
6:42 AM	E. 38th St. & N. Post Rd.	3:28 PM	E. 46th St. & N. Shadeland Ave.
6:51 AM	E. 46th St. & N. Shadeland Ave.	3:39 PM	E. 38th St. & N. Post Rd.
6:56 AM	E. 46th St. & N. Emerson Ave.	3:46 PM	E. 16th St. & N. Arlington Ave.
7:09 AM	E. 42nd St & N. Broadway St.	3:59 PM	E. 10th St & N Gray St
7:20 AM	CCNS	4:06 PM	E. 16th St. & N. Park Ave.

West Side Bus Route

Mornings		Afternoons	
Time	**Location**	**Time**	**Location**
6:25 AM	Michigan St. & King Ave.	3:00 PM	Depart CCNS
6:46 AM	W. 34th St. & Moller Rd.	3:07 PM	W. 34th St. & MLK Jr. St.
6:52 AM	W. 43rd St. & Moller Rd.	3:17 PM	Georgetown Rd. Cinema
6:58 AM	Georgetown Rd. Cinema	3:22 PM	W. 43rd St. & Moller Rd.
7:12 AM	W. 34th St. & MLK Jr. St.	3:29 PM	W. 34th St. & Moller Rd.
7:20 AM	CCNS	3:47 PM	900 Holmes St. (Daycare)
		3:54 PM	Michigan St. & King Ave.

Appendix 2 - Governance Documents

BYLAWS
OF
FALL CREEK ACADEMY, INC.

Revised and Adopted July 1, 2012

ARTICLE I: General

Section 1: Name

The name of the corporation is Fall Creek Academy, Inc. (the "Corporation").

Section 2: Registered Office and Registered Agent

The registered agent and post office address of the Corporation are:
Rollin Dick, 9085 E. State Rd. 334, Zionsville, IN 46077.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

Members of the Board of Directors will serve a three-year term. Terms of the founding members may be staggered as deemed necessary. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors. Any Director participating in a meeting by telephone may not vote or make motions, and shall not be counted towards a quorum.

Section 3: Regular Meetings

The Board of Directors shall hold a minimum of six (6) regular meetings on an annual basis, for the purpose of transacting such business as properly may come before the Board.

Section 4: Additional Meetings

The Board of Directors may hold additional meetings for any lawful purpose upon no less than (2) business days' notice, in compliance with Indiana Open Door Law, (currently codified at IC 5-14-1.5-I).

Section 5: Compliance with Indiana Open Door Law

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, and any corresponding provision of subsequent Indiana law, in connection with all regular or additional meetings of the Board.

Section 6: Action by Written Consent

No action of the Board shall be taken by Written Consent; all action shall be properly taken and recorded in public board meetings, in accordance with Indiana Open Door Laws.

Section 7: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A Director may be removed by a majority of the Directors then in office.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 8: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors nor an immediate relative of such may have any pecuniary interest in such EMO, nor shall the EMO at any time have appointment or removal authority over members of the Board.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary, and a Treasurer. An officer may hold more than one office. Each officer shall be

elected by the Board of Directors and shall serve for one year, or until the officer's successor is duly elected.

Officers do not need to be members of the Board of Directors. Any officer may be removed by the Board of Directors by a majority vote of the Directors then in office. Any vacancy in any office shall be filled by the Board of Directors by a majority vote of the Directors then in office, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: Chair

The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: Vice-Chair

The Vice-Chair shall serve in place of the Chair during times in which the Chair is otherwise unavailable.

Section 4: Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare, or shall cause to be prepared, and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

Section 5: Treasurer

The Treasurer shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping according to proper audit and accounting principles. The Treasurer shall furnish, or shall cause to be furnished, a statement of the financial condition of the Corporation when requested by the Board of Directors or the Chair, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

<u>ARTICLE IV: Conflicts of Interest</u>

<u>Section 1: General Policy</u>

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, seeking to transact business with the Corporation, in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b). Directors, officers, and employees of the Corporation shall not seek or accept for themselves of any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

<u>Section 2: Effect of Conflict Provisions</u>

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that is otherwise valid and enforceable under applicable law.

ARTICLE V: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have acted in good faith, in what her or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, Tor its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2: Definitions

(a) As used in this Article V, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

    (i)   By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

    (ii)   By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

    (iii)   By reason of any action taken or not taken by him or her in any such capacity, whether or not her or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article V, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3: Loans

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4: Deposits

All funds of the Corporation shall be designated to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5: Gifts

The Board of Director may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.
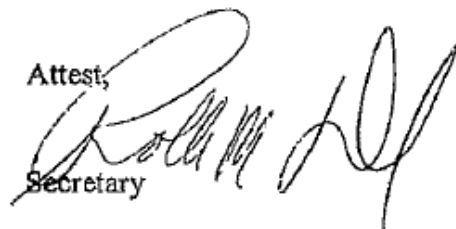
ARTICLE VII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration amendment, or repeal of these Bylaws must be approved in writing by the Sponsor of the School (as the term "Sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws are hereby formally adopted by proper motion by the Board of Directors at their meeting on Aug. 20, 2012 .

Attest;

Secretary

ARTICLES OF INCORPORATION

OF

FALL CREEK ACADEMY, INC.

Revised and Amended July 1, 2012

Fall Creek Academy, Inc. (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

ARTICLE I: Name

The name of the Corporation is Fall Creek Academy, Inc..

ARTICLE II: Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III: Purposes and Powers

Section 3.1. Purposes. The Corporation is formed to organize and operate a charter school in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended. In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall

not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

(c)   Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i)   By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii)   By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3.   Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a)   to do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law.

(b)   In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws; and

(c)   To have, exercise and enjoy in furtherance of the purposes hereinbefore set forth all the general rights, privileges and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.4.   Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a)   The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b)   The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal

Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c)   The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d)   The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e)   The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV: Distribution of Assets on Revocation/Dissolution

If the Sponsor revokes the charter before the end of the term for which it is granted, or does not renew the charter with another Sponsor, or the charter is otherwise terminated before the end of the terms for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such

organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V: Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI: Registered Office and Registered Agent

Section 6.1: Registered Office and Registered Agent: The registered office and agent are as follows:

Rollie Dick
Fall Creek Academy
2540 N. Capitol Ave.
Indianapolis, IN 46208

Section 6.2: Principal Office: The post office address of the principal office of the Corporation is as follows:

2540 North Capitol Avenue
Indianapolis, IN 46208

ARTICLE VII: No Members

The Corporation shall have no members.

ARTICLE VIII: Board of Directors

Section 8.1 Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation. The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors are elected by majority vote of the current Board members, and may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2: Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or as required by law.
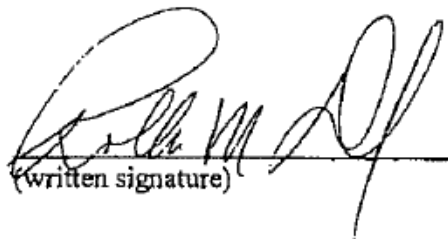
ARTICLE IX: Name and Address of Incorporator

The name and address of the incorporator of the Corporation are as follows:

Rollie Dick
Fall Creek Academy
2540 N. Capitol Ave.
Indianapolis, IN 46208

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dated this 1st Day of July, 2012.

(written signature)

Rollie Dick
(printed signature)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 2 6 2002

21ST CENTURY CHARTER SCHOOL INC
1800 N MERIDIAN ST STE 506
INDIANAPOLIS, IN 46202

Employer Identification Number:
  38-3644164
DLN:
  17053066029012
Contact Person:
  LORI PERRY   ID# 31107
Contact Telephone Number:
  (877) 829-5500
Accounting Period Ending:
  June 30
Form 990 Required:
  Yes
Addendum Applies:
  Yes

Dear Applicant:

        Based on information supplied, and assuming your operations will be as
stated in your application for recognition of exemption, we have determined
you are exempt from federal income tax under section 501(a) of the Internal
Revenue Code as an organization described in section 501(c)(3).

        We have further determined that you are not a private foundation within
the meaning of section 509(a) of the Code, because you are an organization
described in sections 509(a)(1) and 170(b)(1)(A)(ii).

        If your sources of support, or your purposes, character, or method of
operation change, please let us know so we can consider the effect of the
change on your exempt status and foundation status. In the case of an amend-
ment to your organizational document or bylaws, please send us a copy of the
amended document or bylaws. Also, you should inform us of all changes in your
name or address.

        As of January 1, 1984, you are liable for taxes under the Federal
Insurance Contributions Act (social security taxes) on remuneration of $100
or more you pay to each of your employees during a calendar year. You are
not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

        Since you are not a private foundation, you are not subject to the excise
taxes under Chapter 42 of the Code. However, if you are involved in an excess
benefit transaction, that transaction might be subject to the excise taxes of
section 4958. Additionally, you are not automatically exempt from other
federal excise taxes. If you have any questions about excise, employment, or
other federal taxes, please contact your key district office.

        Grantors and contributors may rely on this determination unless the
Internal Revenue Service publishes notice to the contrary. However, if you
lose your section 509(a)(1) status, a grantor or contributor may not rely
on this determination if he or she was in part responsible for, or was aware
of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

-2-

21ST CENTURY CHARTER SCHOOL INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

-3-

21ST CENTURY CHARTER SCHOOL INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.
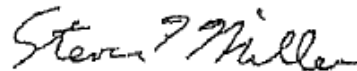
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T. Miller
Director, Exempt Organizations

Enclosure(s):
Addendum

-4-

21ST CENTURY CHARTER SCHOOL INC

You are not subject to the specific publishing, reporting, and record keeping requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate as a charter school pursuant to state statute. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You may then be required to comply with the provisions in Rev. Proc. 75-50.

Appendix 3 – Leadership Documents

ROLLIN M. DICK

Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. In this role he participates in identifying and analyzing potential investments, structuring the financing to purchase the investment, and overseeing the ongoing management of the acquired company. The group has investments in a number of companies located in various states.

Mr. Dick was previously Vice Chairman and Chief Financial Officer of Haverstick Consulting, Inc. located in Indianapolis, Indiana. Haverstick Consulting is a business and technology-consulting firm that was one of the fastest growing companies in Indiana. Haverstick's annual revenue increased from $7 million in 2000 when Mr. Dick joined the company to $100 million as a result of both marketing activities and strategic acquisitions. Haverstick was sold in December 2007.

From 1986 to 2000 he was Executive Vice President and Chief Financial Officer of Conseco, Inc., a New York Stock Exchange financial services company with $100 billion of assets under management. In that role Mr. Dick worked closely with the Chief Executive Officer to plan and execute Conseco's numerous acquisitions and financings in addition to normal CFO responsibilities.

Mr. Dick has 58 years of accounting and financial management experience. From 1965 to 1986, Mr. Dick was a partner at Coopers & Lybrand. In 1970, he moved to Indianapolis to open the Indianapolis office for Coopers & Lybrand. From 1951 to 1965, Mr. Dick was with two smaller CPA firms in Des Moines.

Rollie has been an active "angel" and "venture capital" investor and has had interests in thirty businesses. He is a director of numerous companies and three venture capital funds. He received the Ernst and Young award as Entrepreneur of the Year for the support he provided new businesses.

He is also active with civic and non-profit organizations and is currently a director of Butler University, Performing Arts Center Foundation, Ivy Tech Community College (Central Indiana), WFYI Foundation, St. Vincent Hospital Foundation, University Heights Prep and Fountain Square Academy (charter schools), and AIB College of Business.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Rollin Dick**

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 20, 2013

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to the board]

FINANCIAL MGMT
NON-PROFIT ORGANIZATION MGMT

Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

NONE

Signature: _(signed)_

Date: Aug 20, 2013

Darell E. "Gene" Zink, Jr.

Chairman and Chief Executive Officer

strategic
capital
partners

Gene Zink is Chairman and CEO of Strategic Capital Partners, LLC, a privately-held real estate investment management firm. SCP is a money management firm representing state and corporate pension funds with approximately $1 billion in managed assets. SCP is also active in holistic urban redevelopment with approximately $150 million of current projects in various phases of the development process.

Prior to founding SCP, Gene spent 26 years with Duke Realty Corporation, a $10 billion real estate investment trust (DRE:NYSE) specializing in industrial, office and retail properties. Prior to taking Duke public in 1993, Gene was a general partner in the private predecessor to Duke. After 1993, Gene served as CFO, Executive Vice President and Vice Chairman of the Company.

Gene joined Duke Realty Corporation in 1982 after practicing law with Bose McKinney & Evans, where he was a partner in the firm. Prior to practicing law he was a Captain in the United States Air Force. Gene received a Bachelor of Arts degree from Vanderbilt University in 1968; a Master of Business Administration degree from the University of Hawaii in 1973 and a Doctor of Jurisprudence degree from Indiana University in 1976.

In addition to being Chairman and CEO of SCP, Gene is a Director and member of the Compensation and Real Estate Committees of hhGregg, Inc. (HGG-NYSE) and a Director and member of the Audit Committee of Kite Realty Group (KRG-NYSE). He is part owner and a Director of Midwest Ready Mix. He is past Chairman and current Director and member of the Executive Committee of the Greater Indianapolis Chamber of Commerce, and Past President of the Park Tudor School Board of Trust, the Park Tudor Foundation, the CICOA Foundation and the Pleasant Run Foundation. He is a Director of Goodwill Industries of Central Indiana and in the past served as a Director at Fifth Third Bank (Indiana), People's Bank, VEI, Duke Realty Corporation and Windrose Medical Properties Trust.

Gene is a co-founder, past President of the Board and current Board member of the Challenge Foundation Academy. CFA is an inner city charter school which has received both State and national recognition for successfully educating children from challenged urban neighborhoods.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Darrell (Gene) Zink**

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 19, 2013

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to the board]

Zink is a founding Board Member and former Board Chair of the *Challenge Foundation Academy*, a well-regarding K-5 charter school, authorized through the Mayor's office.

His firm, Strategic Capital Partners, has led the re-development of the Avondale Meadows area, one of the premier projects of Purpose Built Communities.

Zink has extensive experience in real estate development and finance and positive relationships with other civic leaders committed to improving health and education in Indianapolis.

Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

None

Signature: _____

Date: _8/19/13___

Michael L. Smith

Michael L. Smith served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield from April 1999 until his retirement in January 2005.

Prior to joining Anthem, Mike was Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mayflower operated a worldwide relocation service and provided school and public passenger transportation in 30 states. He held various other management positions at Mayflower from 1974 to 1989. He started his business career in the Indianapolis office of Arthur Andersen & Co. following his graduation from DePauw University in 1970.

Mike serves as the Chairman of the Board of HH Gregg. He also serves on the boards of Envision Healthcare Holdings, Inc., Vectren Corporation, Kite Realty Group Trust, Carestream Health Services, Inc., USI, Inc., Hulman & Company, LDI Ltd, LLC and Go Health, Inc.

Mike has served as a Director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

Mike is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis, Indiana.

Mike and his wife, Sue, reside in Carmel, Indiana.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Michael Smith**

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 20, 2013

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to the board]

6 years activity in Education Reform
Commission for Higher Education (7years)
Active investor in several "alternative models"
Financial acumen acquired through career

Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

None

including 1984-1995
as CEO of a small transportation Contractor

Signature: _Michael L Smith_

Date: _8/20/13_

Rose M. Mays Career Biography

A native of Evansville, IN, Dr. Rose M. Mays earned her bachelor degree in nursing from the University of Evansville and her masters in pediatric nursing from Indiana University Purdue University at Indianapolis (IUPUI). Her PhD in nursing science is from the University of Texas at Austin. Presently she is Professor Emeritus, Indiana University School of Nursing. Dr. Mays' teaching specialty is pediatric nursing and from 2001 to 2009 she also served as the school's Associate Dean for Community & International Affairs.

Aside from her teaching and administrative responsibilities, Dr. Mays carried out a program of research and professional service focused on health promotion and disease prevention for vulnerable adolescents. Her various projects were supported by the National Institutes of Health, Robert Wood Johnson Foundation, Lilly Endowment, Pfizer Foundation, Merck & Company, and Indiana State Department of Health. In 2002 she received the Tony and Mary Hulman Preventive Medicine and Public Health award from the Indiana Public Health Foundation for her efforts to improve health care for the underserved. In 2003, she was elected to the American Academy of Nursing for her success in establishing community programs that serve homeless youth and teen mothers and in 2008 she was named a Fellow by the Society for Adolescent Health & Medicine.

Over the course of her career Dr. Mays has served as a board member of a number of community and professional service organizations. Presently she is on the boards of the Methodist Hospital Foundation, Indiana University Foundation, and Goodwill Industries, is Board Chair of the Challenge Foundation Academy, and serves as a Trustee of the University of Evansville. Additionally, she serves her community through various organizations, which include the Indianapolis Chapter of Links, National Coalition of 100 Black Women, Chi Eta Phi nursing sorority, and Alpha Kappa Alpha sorority.

 For her community involvement, she has received recognition from several organizations, including the Boy Scouts (Whitney Young, Jr. Service Award) Indiana Historical Society (Living Legend), the Center for Leadership Development, the *Indiana Minority Magazine* (Rosa Parks Trailblazer Award), *Who's Who in Black Indianapolis*, the Girl Scouts, and Heritage Place.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Dr. Rose Mays**

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 20, 2013

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to the board]

35 yrs of teaching on college level (IUPUI)

Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

Signature: _Rose M. Mays_

Date: _8/20/13_

Lisa Sablosky
Community Volunteer

Professional experience

Taught special education in IPS and Lawrence Township Schools
Established and ran the College and Career Resource Center at Carmel High School

Volunteer/Board experience

Carmel Clay Education Foundation
Parent Teacher Association member/leader
Women's Fund Advisory Board
Women's Fund grants committee
Indianapolis Hebrew Congregation Board
Indianapolis Hebrew Congregation, Capital Campaign Co-Chair
Teach for America Indianapolis Advisory Board
Teach for America Indianapolis, Gala Co-Chair
Dress for Success Indianapolis: Founding Board Member, Emeritus Board Member
Charter School tutor
Big Brothers/Big Sisters Scholarship committees
Board Member Fall Creek Academy, Fountain Square Academy (University Heights Prep)

Education

Indiana University, BS Special Education
Indiana University, MS Education

Personal

Lived in Indianapolis area since 1972
Married (Larry J Sablosky)
Two grown daughters and three grandchildren

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Lisa Sablosky

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 19, 2013

Knowledge and Experience:
(briefly highlight the knowledge and experience that you bring to the board)

Special Education teacher - IPS, Lawrence Township
College and Career Advisor - Carmel H.S.
Served on many non-profit boards and committees both i
    area of education and women's issues
Served on scholarship evaluation committees

Disclosure of actual or potential conflicts of interest:
(disclose any actual or potential conflicts of interest or indicate that no such conflicts exist)

None

Signature: Lisa M. Sablosky

Date: 8/25/13

Jim Parker

Jim Parker is the President & CEO of IU Health Plans, an affiliate of Indiana University Health, that is building risk management capabilities to take advantage of the significant changes taking place in U.S. health care. In this role, Jim is responsible for the organization's short and long-term strategies and financial performance. Prior to joining IU Health plans, Jims was the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management.

Jim is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. Jim is known for his ability to improve performance in underperforming organizations by creating and articulating a compelling vision that organizations and stakeholders embrace.

Jim is also a Fellow to Foundation for HealthSMART Consumers, a foundation dedicated to activating health care consumers by properly informing them about the evolving landscape for individual health responsibility and care accountability. Jim is also an advisor to two emerging health care IT companies, hCentive and VoCare.

Prior to establishing Health Market Strategies, Jim served in a number of significant leadership roles within WellPoint, Inc., the nation's largest health benefit company. These roles included Chief of Staff to Angela Braly, WellPoint Inc.'s President and CEO; Senior Vice President and President of WellPoint Inc.'s Federal Government Solutions Division; President of the Federal Employee Health Benefit Plans Business Unit; President of Anthem Blue Cross and Blue Shield's Maine Business Unit; and Vice President of Public Affairs for Anthem Inc.

Jim holds an undergraduate degree from Kenyon College in economics and political science and a Masters of Business Administration from The Ohio State University. He and his wife Debra reside in Indianapolis, Indiana with their two sons, Colin and Jameson.

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Jim Parker**

Re: Fall Creek Academy Charter Application, Leadership Information

Date: Aug. 20, 2013

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to the board]

I bring to this board 25 years experience leading others. I have held a number of leadership roles with Anthem/WellPoint, and now with IU Health. Through this work I have developed an ability to work corroboratively with diverse constituencies and points of view, often in the face of significant opposition. Perhaps most important, I have a passion for mentoring young leaders and supporting their development.

Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

None.

Signature: _____

Date: ___September 4, 2013___

CHARLIE SCHLEGEL

8266 N. Washington Blvd.	Email: charlieschlegel@post.harvard.edu
Indianapolis, IN 46240	Cell Phone: (617) 834-9941

Education:

Harvard University, Graduate School of Education
Doctor of Education; Administration and Social Policy   May 2003
Thesis: *Bridging Difference: Interaction and Learning through Civic Work*

Stanford University
Masters of Administration and Policy Analysis; School of Education   June 1995

University of Michigan
Bachelor of Arts in History; College of Literature, Science and Arts   May 1992

Work Experience:

7/08 - Present   **Principal & CEO, Challenge Foundation Academy**   Indianapolis, IN

- Lead a K-5 charter school (480 students; 85% low-income), transformed from a school with the state's 5th worst test scores in'08 to one that is now "A-rated" and among top 8 in Indiana, based on students' academic growth.
- Manage a $5 million budget, a quarter of which we raise each year through grants and private donations. Increased by 300% the cash reserves in just three years.
- Designed and implemented systems to support 50-member faculty, including merit-based pay, performance evaluation and teacher leadership.
- Oversee 20+ community partnerships, bringing critical support to students and families, and supervise family engagement initiatives, including parent workshops focuses on home practices that support students' success.
- Serve as an important leader within an emerging school network and principal among a coalition of partners, working to transform a community that has struggled for years with poverty, violence and joblessness.

7/10 – Present   **Instructor, Marian University**   Indianapolis, IN

- Develop and implement the university's new *Academy for Teaching and Learning Leadership*, an innovative graduate program designed to prepare candidates to turn around under-performing schools.
- Design bi-weekly seminars, studying central issues of "turn-around leadership," including teacher selection and evaluation, curriculum assessment and data-based decision making.
- Coordinate, connect and supplement lessons from national faculty, who regularly join the group to lend special expertise in critical areas of transformative leadership in urban schools.

7/04 – 6/08   **Principal, Wayland Middle School**   Wayland, MA

- Led middle school (700 students, grades 6-8) that consistently placed among the top 10 in the state, based on common measures of student achievement.
- Managed a $7 million budget. Supervised, evaluated and promoted the professional growth of over 70 teachers and 105 total staff members, a third of who were hired under my tenure.
- Addressed and improved district's attention to diversity. Increased by 300% the number of faculty of color. Led a district-wide team, working to improve the performance of Black and Latino students.
- Excelled in communications with parents, through the publication of a highly-regarded monthly newsletter and organizing well-attended community events.

7/00 – 5/04   **Director of Research and Evaluation, Citizen Schools**   Boston, MA

- Managed evaluation and assessment systems for after-school program, operating at 20 sites nationally.
- Oversaw the design and implementation of rigorous external evaluation. Assessed impact upon students' academic and social development.
- Developed internal systems to collect and disseminate learning data to inform program practices, interventions, and resource allocation.
- Managed 5 campus directors, responsible for the success of specific programs, and served on the Leadership Team, responsible for the overall management and direction of the organization.

Charles Schlegel, Resume

9/03 – 5/04   **Evaluation Consultant, New Leaders for New Schools**   New York, NY
- Initiated and implemented plan for selection of external evaluator to assess the quality and impact of organization's principal training program.
- Created internal evaluation tools to assess leadership in participating schools and to provide data-based feedback on the quality of organization's selection, training and support models for new principals.

9/02 – 5/03   **Instructor, Harvard University/Boston Public Schools**   Boston, MA
- Designed, with three others, series of workshops in effective way to use assessment data to improve classroom instruction.
- Developed and refined processes for analyzing data and supported school teams, devising data-based research in ways that address central instructional issues.
- Contributed to research that led to the publication of Data-Wise: A Step-by-Step Guide to Use Assessment Results to Improve Teaching and Learning, (Boudet, City & Murnane, 2005).

8/95- 6/97   **Upper Elementary School Teacher, Orleans Parish Public Schools**   New Orleans, LA
8/92- 6/94
- Organized and directed learning activities for 4 self-contained classes – the final two of which were top performing in school. Managed administration and analysis of standardized test data.
- Initiated a school-wide science fair and led committee responsible for curricula as well as steering committee overseeing all school affairs.
- Chosen by colleagues as school's 1996 Teacher of the Year.

5/96- 7/96   **School Director, Teach For America**   Houston, TX
- Directed six-week summer program, designed to both educate 250 students and develop skills of 35 teacher candidates, and evaluated candidates' instructional skills and readiness for assignments.
- Served on leadership team responsible for overall structure and operations of Summer Institute, preparing 550 members teaching placements.
- Developed and co-instructed several seminars and two college courses as an adjunct professor at Cal State - Dominquez Hills.

6/95- 8/95   **Project Assistant, Council of Chief State School Officers**   Washington, D.C.
- Coordinated committee developing English/Language Arts teaching standards for teacher licensure.
- Reviewed and compiled research on effective teaching practices in science and elementary reading.
- Produced a report detailing state-level issues in establishing performance standards for teachers.

Service Experience:

3/10 – Present   **Board Member, Young Audiences**   Indianapolis, IN
- Serve on team to oversee the direction, management and finances on nonprofit. Serve on Program Committee, developing effective ways to impact student achievement through arts programming.

3/02- 7/08   **Mentor, Big Brothers of Massachusetts**   Boston, MA
- Mentored high-school-aged student, working on a weekly basis with family and teachers to support and encourage school engagement, social maturity and healthy development through adolescence.

9/98- 8/02.   **Citizen Teacher, Citizen Schools Program**   Boston, MA
- Design and led a total of seven 10-week classes, working with 8-10 youth on projects such as a radio documentary, a report on citizens' views of local schools and clinic in bike repair.

6/93- 8/93   **Group Leader, Bike Aid**   San Francisco, CA
- Led a cross-country bicycle trek to educate people about AIDS. Organized learning activities for community organizations on route. Personally raised $2600 for AIDS education.

Additional Information: Overwhelmed father of three young girls, ages 2, 5 and 7
References available upon request

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Charlie Schlegel

Re: Fall Creek Academy Charter Application, Leadership Information

Knowledge and Experience:

Served as principal of Wayland Middle School from 2004-2008
Served as principal of Challenge Foundation Academy from 2008-2012.
Currently oversee 4 schools as Superintendent of Community Charter Network.
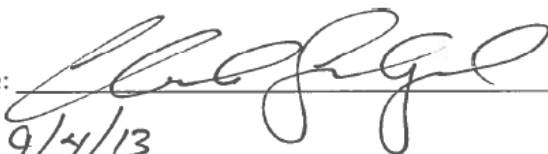
Disclosure of actual or potential conflicts of interest:

None

Signature: _____

Date: 9/4/13

Chandre E. Sanchez Reyes
949 East Bradbury Avenue
Indianapolis, Indiana 46203
chemorga@yahoo.com
317.258.4186

Work Experience	Marian University

Marian University
School of Education, Director of Graduate Studies &
Associate Director for the Academy for Teaching and Learning Leadership
September 2011-Present
- Oversee the graduate programs for Transition into Teaching, namely Indianapolis Teaching Fellows and Teach for America
- Oversee cohorts for the Academy of Teaching and Learning Leadership, including but not limited to:
  - Securing national and local faculty
  - Monitoring and responding to data
  - Strategic planning of coursework and assessments
  - Recruitment and Selection

The New Teacher Project
Indianapolis Teaching Fellows, Training and Resource Manager
February 2008-August 2011
- Director for Development and Training of Alternate Route Teachers
  - Exceeded Client and Program goals, 2008 to 2011
- Coordinator and Liaison for University Partnership and Mentoring of Alternate Route Teachers
- Coordinator and Liaison for K-12 School Visits and Debriefing Meetings with Alternate Route Teachers and Administration
- Responsible for Data-Driven, Strategic Business Forecasting and Planning
- Provider of Individualized Coaching and Mentoring to Alternate Route Teachers
- Management and Supervisory Experience

Indianapolis Public Schools
Broad Ripple High School, Instructional Coach
June 2007-February 2008
- Facilitator for Professional Learning Community
- Coordinator for school-wide Professional Development
- Responsible for school-wide Data-Driven Student Instruction
- Leader for School Based Improvement Plan
- Provider of Individualized Teacher Coaching and Mentoring
- Site Based Decision Making Member
- 11th grade English Teacher, where in one semester all my students who had previously not passed the English portion of the Graduation Qualifying Exam, passed

Brownsburg Community School Corporation
East Middle School, 8th Grade English Teacher
August 2006-June 2007
- CARE Committee Member
- Diversity Committee Member
- School Improvement Plan Committee Member

Indianapolis Public Schools
Northwest High School, English Teacher
August 2001-2006
- 9th and 11th grade English Teacher, facilitated significant student growth in literacy as measured by the Scholastic Reading Inventory and NWEA
- Head Softball Coach
- Site Based Decision Making Member and Facilitator
- Career Day Committee Leader, piloted the 1st Career Day at Northwest
- Indiana Certified Mentor for New Teachers
- School Improvement Plan Committee Member
- Co-designer and teacher of Sheltered Classes (content classes designed specifically for ESL students with a Language Proficiency Score of 1-3)
  - ESL students made a minimum of one level of growth in language proficiency each semester as measured by the LAS Links test
  - Core Content Class failure rate for our group of ESL students was reduced
  - School attendance for our group of ESL students increased

Professional Experiences

- Director and designer of new teacher programs and curriculum
- Extensive experience in using data to inform program goals and needs as well as new educator strengths and areas for development
- Served as Project SEAM representative, *Read Across America* sponsor, *Understanding by Design* coach and participant
- Trained in *International Baccalaureate* Middle Years Programme
- Presenter at Indiana Department of Education conference, *Celebrating Our Rising Stars*
- Receiver of *Who's Who Among America's Teachers* award, 2005
- *Pearson Prentice Hall* teacher evaluator, 2003-2008
- National School of Reform member, 2007
- Critical Friends Group facilitator, 2007
- Presenter at *CELL's Future Conference*, 2007
- Participant in KIPP's Design Leadership Fellowship, Cohort 1, 2011-2012

Community Experience

Give Hope, Fight Poverty
Indianapolis, Indiana
Board of Directors, President
June 2011- Present
- Give Hope, Fight Poverty is an organization whose mission is to foster philanthropy domestically by designing service-learning programs that engage US students with communities abroad where we work together to educate, empower and lift orphaned and vulnerable children out of poverty.

Education

Marian University
Indianapolis, Indiana
Academy for Teaching and Learning Leadership
- Building Level Administrator's Program, complete in May 2013
- GPA 4.0

Indiana Wesleyan University
Indianapolis, Indiana
December 2006
- Master of Education, M.ED.
- GPA 4.0

Indiana University
Bloomington, Indiana
May 2001
- Bachelor of Science in Education; GPA 3.18
- Student Teaching completed in Fort Wayne Community Schools, Northrop High School, January 2001-April 2001
- Dean's List Spring/Summer/Fall 2000

Professional
Licenses

Building Level Administrator, REPA P-12, exp. 2014
Instructional 5-12, English, Rules 46-47, exp. 2021

Strengths
- Personable, dependable, and extremely self-motivated
- Efficient, well-organized, and flexible
- Collaborator and Team Oriented
- Strong Critical Thinking and Problem Solving skills
- Technology Proficient

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Chandre Sanchez Reyes

Re: Fall Creek Academy Charter Application, Leadership Information

Knowledge and Experience:
[Briefly highlight the knowledge and experience that you bring to the FCA Team]

I am a committed educator who believes it is our civic responsibility to provide high-quality educational options to all students. As a former teacher, instructional coach and director in higher education, I was able to witness first-hand students' endless learning potential when the teacher was dedicated and committed to utilizing best practices and upholding a culture of high expectations. I deeply believe in the eradication of the achievement and resource gap for all students in Indiana and beyond, and dedicate my daily work to this mission.
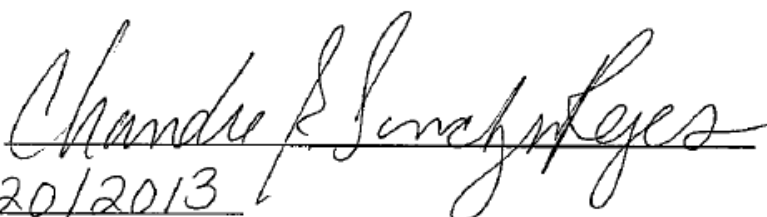
Disclosure of actual or potential conflicts of interest:
[Disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

No such conflicts exist.

Signature: _Chandre R Sanchez Reyes_

Date: _8/20/2013_

Lauren Rush

4150 Broadway Street ▪ Indianapolis, IN 46205 ▪ 317.767.5789 ▪ lauren.e.rush@gmail.com

EDUCATION

Purdue University   West Lafayette, IN
Bachelor of Science, Highest Distinction   May 2004
Major: Youth, Adult, and Family Services
Specialization: Youth and Families at Risk

GPA: 3.9/4.0

EXPERIENCE

Teach For America   Indianapolis, IN
Managing Director, Teacher Leadership Development   2009 - present

- Hire, manage and develop a team of managers who drive the outcomes of 150 first and second year corps members (teachers) working in 30 Indianapolis schools, ultimately impacting over 6,000 students

- Develop a joyful, transparent, and outcomes-focused culture within our regional team and corps, resulting in exceedingly high staff (92 percentile on Gallup Q^{12}) and corps culture (6th highest overall corps strength in nation)

- Plan and execute all-corps professional development geared toward addressing identified gaps in performance and increasing corps member leadership in the short- and long-; including monthly Professional Saturdays and multi-day Induction and Orientation conferences

- Set and monitor progress against ambitious student achievement benchmarks that are based on the growth that a 75th percentile teacher can achieve; the corps ultimately exceeded goals each year, most recently at 95.7% benchmark achieved for first year corps members and 103.5% benchmark achieved for second year corps members in 2012

Program Director   2008 – 2009

- Managed 24 first-year corps members toward achieving academic gains by establishing a year-long vision, setting ambitious goals, backwards planning from these goals, and regularly analyzing progress

- Examined student achievement and classroom observation data in order to engage in regular problem solving conversations with corps members, 95% of whom indicated that these conversations contributed to their ability to lead their students to academic achievement

- Managed 49% of corps members to lead their students to over a year and a half of academic growth and 80% to lead students to at least a year of growth

St. Joan of Arc Catholic Church   Indianapolis, IN
School Commission Member   2009 - present

- Leverage knowledge of local educational landscape in order to make financial, facility, and personnel recommendations to pastor and school principal

- Collaborate in goal setting and the development of school strategic plan, participate in fundraising events, and serve on scholarship committee

KIPP Delta College Preparatory School   Helena, AR
6th Grade Mathematics   2007 – 2008

- Refined and implemented Saxon math curriculum for 60 students, resulting in 75% of students scoring proficient or advanced on the state criterion-based assessment as compared to 59% of students district-wide and 71% of students state-wide
- Compiled and analyzed student assessment data, placed students in differentiated classes, and created and implemented individualized academic improvement plans
- Analyzed diagnostic data to differentiated instruction, teaching rigorous pre-algebra curriculum to nearly half of my students, resulting in 100% of these students scoring proficient or advanced on the end-of-course Algebra assessment as seventh graders

Anna Strong Middle School   Marianna, AR
7th Grade Mathematics Teacher - Teach For America   2004 – 2007

- Guided students to reach 81% average mastery of state standards and to make significant gains on criterion-referenced tests
- Initiated evening study sessions at a local restaurant to prepare students to demonstrate mastery of objectives on weekly quizzes and exams
- Planned and facilitated ongoing professional development for all Mississippi Delta corps members with secondary math placements by leading mathematics content learning team and a course on effective student practice at regional professional development days
- As a Corps Member Advisor, coached and mentored a group of ten corps members through the structures of Teach For America's summer training institute to reach the target goal for 83% of Teaching as Leadership rubric actions

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Lauren Rush**

Re: Fall Creek Academy Charter Application, Leadership Information

Knowledge and Experience:
Having taught in a low-income community for four years in Arkansas and managed teachers in over 30 Indianapolis schools over the last 5 years, I have a strong understanding of the challenges facing schools, communities, and families in low-income communities. Moreover, I have worked in a high performing charter network (KIPP Delta Public Schools) and a high performing national organization (Teach For America) and have great strength in management and building efficiencies.

Disclosure of actual or potential conflicts of interest:

No Conflict Exists

Signature: _____

Date: ____8/30/13_____

AGNES ALEOBUA

aleobua@gmail.com   26608 Stanford Dr. W, Southfield, MI 48033   (313) 618-1629 or (734) 649-4491

LEADERSHIP EXPERIENCE:

UNIVERSITY YES ACADEMY
Founding Principal, DETROIT, MI   July, 2009 – Present
- Establishing founding principles and systems for a new high performing school serving low-income Detroit youth
- Creating and using data systems to organize and analyze data that informs school based decision making, program modification, and targeted professional development
- Identifying instructional and operational needs school-wide and establishing tailored systems to address those needs
- Overseeing the recruitment and hiring of instructional staff

CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL
Director of Instruction, CLEVELAND, OH   May, 2008 – June, 2009
- Providing instructional, operational and strategic leadership such that a culture of high achievement, efficiency, and respect is created throughout our school
- Creating ongoing summative assessments in alignment with state standards to establish accurate, ongoing knowledge of students progress
- Planning and leading staff learning experiences through professional development, grade level meetings, and ongoing coaching

TEACH FOR AMERICA
Program Director, MIAMI, FL   July, 2007 – May, 2008
- Creating and managing data driven professional development opportunities for 29 secondary Language Arts and Social Studies teachers to increase student achievement
- *Project Manager*, Diversity Initiative: designing and delivering regional based diversity curriculum
- *Project Manager*, Professional Learning Communities leader (PLC) Training: creating and facilitating training sessions for all Miami-Dade regional PLC leaders; managing four leaders in creating content focused group learning experiences

Curriculum Specialist, ATLANTA, GA   Summer, 2007
- Delivering core training sessions to 106 corps members to ensure they secure knowledge, skills and mindsets necessary to be a successful first year teacher
- Facilitating diversity sessions and discussions to prepare beginning teachers to lead students in high-needs schools

Corps Member Advisor, LOS ANGELES, CA   Summer, 2006
- Providing training and professional development for 12 incoming teachers through group sessions and observations
- Ensuring that first year corps members have tools necessary to achieve academic excellence from their students

Alumni, MIAMI, FL   June, 2005 – June, 2007
- Energetically participating in the movement to end educational inequity and provide every child with a quality education

MIAMI TEACHING FELLOWS
Fellows Selector, MIAMI, FL   October, 2006 – May, 2008
- Selecting outstanding candidates through implementing the rigorous Miami Teaching Fellows' selection model
- Ensuring selected candidates are a good fit to become beginning teachers in Miami-Dade's under-resourced schools

TEACHING EXPERIENCE:

MIAMI CENTRAL SENIOR HIGH SCHOOL
Teacher, MIAMI, FL   August, 2005 – June, 2007
- Teaching eleventh grade, advanced placement US history and African and African-American history
- Executing dynamic lessons geared toward preparing urban students for the rigor of college work
- Developing student confidence and increasing their bank of knowledge and power through technology driven instruction
- Implementing differentiated lesson plans, learning activities and assessment evaluations based on student needs

EDUCATION:

UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION, Ann Arbor, MI   April, 2005
- Bachelor of Arts in Education (A.B.Ed)
- Certification: Secondary History and Social Studies, Michigan and Florida

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: Agnes Aleobua

Re: Fall Creek Academy Charter Application, Leadership Information

Knowledge and Experience:
I have worked in education for eight years, six years in a leadership capacity. The most relevant experience I bring to this role is as the founding principal for University YES Academy, a charter school in Detroit. Currently, I am completing my Master's degree in Educational Leadership at Columbia University's Teachers College.

Disclosure of actual or potential conflicts of interest:
No such conflicts exist.

Signature: _____

Date: ___8/21/3___

Hanno F. Becker
920 North College Avenue
Indianapolis, IN 46202
Hfbecker87@gmail.com
630-346-9761

EDUCATION

| 2010-2012 | **MARIAN UNIVERSITY** | **INDIANAPOLIS, IN** |

Masters of the Arts in Teaching, Secondary Science
Cumulative GPA: 4.0

| 2006-2010 | **UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN** | **CHAMPAIGN, IL** |

Bachelor of Science in Psychology, Minor in Chemistry
James Scholar Graduation Honors, May 2010
Cumulative GPA: 3.79 - Dean's List for 8 semesters

EXPERIENCE

| 2012 - Present | **EMMA DONNAN MIDDLE SCHOOL / DIRECTOR OF DISCIPLINE** | **INDIANAPOLIS, IN** |

- Devised a new master schedule for 30 teachers that includes cross-curricular team-based instruction, dedicated co-planning time, and student cohort groupings for 382 seventh and eighth graders
- Designed and implemented a structured classroom consequence system for 21 first year teachers and 9 veteran teachers that reduced student removal from the learning environment by 75% within 5 weeks of implementation
- Restructured the 12-member school leadership team to create foci around instruction, discipline, and remediation to serve the needs of 320 below-basic learners and 180 high-risk students

| 2010-2012 | **TEACH FOR AMERICA** | **INDIANAPOLIS, IN** |

Among 9% selected (4,500 of 46,000) to serve as a member of a highly selective national service corps of recent college graduates of all academic majors who commit two years to teach in under-resourced public schools and become lifelong leaders in a wide range of careers

| 2010-2011 | **Arlington Community High School - Chemistry and Physics Teacher** | **INDIANAPOLIS, IN** |

- Led 180 ninth through twelfth grade chemistry students to achieve the highest standardized test scores in the 17-school Indianapolis Public Schools district
- Developed and integrated advanced technology instruction that improved student content mastery from 70% to 82% as measured by rigorous, standards-based assessments

| 2011-2012 | **Emma Donnan Middle School - 8th Grade Science Teacher** | **INDIANAPOLIS, IN** |

- Developed and implemented a science apprenticeship program for 175 eighth grade students that focused on reading, writing, speaking, and researching like a scientist in order to increase student investment
- Led a team of 180 eighth grade students to achieve an average of 85% content mastery on rigorous standards-based chemistry and environmental science standards
- Organized a science fair competition in which 160 students presented research projects to peers and teachers

LEADERSHIP

| 2012 | **CHARTER SCHOOLS USA - QUEST TEAM MEMBER** | **CHICAGO, IL** |

- Selected to join a team of master teachers and administrators to support failing schools in the city of Chicago
- Collaborated with 12 science teachers to create turnaround models of classroom instruction and mastery
- Evaluated teacher effectiveness and growth based on Marzano's "12 factors for what works in schools"

| 2013 | **Indiana Building Level Administrator License - Expected June 2013** | |

Memorandum

To: Office of the Mayor, Office of Education Innovation

From: **Hanno Becker**

Re: Fall Creek Academy Charter Application, Leadership Information

Knowledge and Experience:
[briefly highlight the knowledge and experience that you bring to FCA]

I started my career in education as a chemistry and physics teacher at Arlington Community High School on Indianapolis' North-East side. I then transitioned to the middle school level, teaching 8th grade science and project-based learning at Emma Donnan Middle School. The next year, I was hired as an instructional coach to help support the turnaround staff at Emma Donnan. Currently, I am the school leader at Fall Creek Academy, serving the K-8 campus.
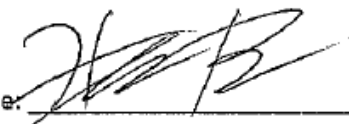
Disclosure of actual or potential conflicts of interest:
[disclose any actual or potential conflicts of interest or indicate that no such conflicts exist]

No conflicts of interest exist.

Signature: _____

Date: __8/28/13_____

Appendix 4 – Finance Documents

CCN
5 Year Forecast

	2014-15	2015-16	2016-17	2017-18	2018-19
ADM	522	545	568	591	600
Kindergarten	43	45	47	49	50
Beginning Cash	218,598	529,496	696,522	889,527	1,083,089

	Year 1	Year 2	Year 3	Year 4	Year 5
Income					
State Basic Support	4,033,306	4,211,019	4,388,732	4,566,444	4,635,984
State Full Day Kindergarten	103,200	108,000	112,800	117,600	120,000
State Textbook Reimbursement	17,918	18,707	19,497	20,286	20,595
Lunch Revenue	286,682	299,314	311,945	324,577	329,519
Federal Special Education (IDEA)	59,319	61,933	64,547	67,160	68,183
Title I	357,457	373,207	388,957	404,707	410,870
Title II	39,897	41,654	43,412	45,170	45,858
Student Fees	0	0	0	0	0
Contributions/Donations/Fundraisir	0	0	0	0	0
Reimbursement Income	0	0	0	0	0
Interest Income	0	0	0	0	0
Total Income	**4,897,778**	**5,113,833**	**5,329,889**	**5,545,944**	**5,631,009**
Expense					
Elementary					
Salaries & Wages	853,677	902,254	956,131	1,007,327	1,039,062
Payroll Taxes & Benefits	217,688	248,120	251,842	255,619	259,454
Supplies & Materials	30,396	31,651	33,045	34,300	34,858
Textbooks	30,396	31,651	33,045	34,300	34,858
Professional Services-Substitutes	10,943	11,394	11,896	12,348	12,549
Class Trips	7,599	7,913	8,261	8,575	8,715
Total Elementary	1,150,699	1,232,984	1,294,222	1,352,470	1,389,495
Middle/Junior High School					
Salaries & Wages	280,894	298,266	316,096	334,394	343,996
Payroll Taxes & Benefits	71,628	82,023	83,253	84,502	85,770
Supplies & Materials	9,130	9,552	9,973	10,394	102,281
Textbooks	9,130	9,551	9,972	10,394	10,534
Professional Services-Substitutes	3,287	3,438	3,590	3,742	3,792
Class Trips	2,282	2,388	2,493	2,598	2,634
Total Middle/Junior High School	376,350	405,217	425,378	446,024	549,007
High School Instruction					
Salaries & Wages	627,376	666,064	702,058	742,751	765,373
Payroll Taxes & Benefits	159,981	183,168	185,915	188,704	191,535
Supplies & Materials	20,841	21,799	22,638	23,596	23,955
Textbooks	20,840	27,512	22,636	23,594	23,953
Professional Services-Substitutes	7,502	7,847	8,149	8,494	8,623
College Program	50,015	52,314	54,327	71,470	57,488
Class Trips	5,210	5,449	5,659	5,899	5,988
Total High School Instruction	891,765	964,154	1,001,381	1,064,507	1,076,916
Learning Disability					
Professional Services	60,902	63,585	66,269	68,952	70,002
Total Learning Disability	60,902	63,585	66,269	68,952	70,002
Instructional Staff Training					
Professional Development	24,720	25,462	26,225	27,012	27,823
Other Expense	15,450	15,914	16,391	16,883	17,389
Total Instructional Staff Training	40,170	41,375	42,616	43,895	45,212
Network Support					
Professional Services	37,080	38,192	39,338	40,518	41,734
Internet Service	61,800	63,654	65,564	67,531	69,556
Total Network Support	98,880	101,846	104,902	108,049	111,290
School Administration					
Salaries & Wages	341,663	346,787	351,989	357,269	362,628
Payroll Taxes & Benefits	87,124	95,367	96,797	98,249	99,723
Supplies & Materials	28,440	29,293	30,172	31,077	32,009
Professional Services	195,803	201,677	207,727	213,959	220,378
Authorizer Fee	120,999	126,331	131,662	136,993	139,080

Community Relations	5,665	5,835	6,010	6,190	6,376
Other Expense	49,337	50,817	52,342	53,912	55,529
Total School Administration	829,031	856,107	876,699	897,650	915,723
Occupancy Expense					
Building Rent	176,804	276,804	276,804	276,804	276,804
Supplies & Materials	21,630	22,279	22,947	23,636	24,345
Professional Services	170,465	175,579	180,846	186,272	191,860
Telephone	9,240	10,164	11,180	12,298	13,528
Trash Removal	4,752	5,227	5,750	6,325	6,957
Gas	8,580	9,438	10,382	11,420	12,562
Electric	75,900	83,490	91,839	101,023	111,125
Water/Sewer	6,600	7,260	7,986	8,785	9,663
Insurance	25,544	26,310	27,100	27,913	28,750
Total Occupancy Expense	499,515	616,551	634,834	654,475	675,595
Transportation					
Student Transportation	116,883	122,033	127,183	132,333	134,348
Total Transportation	116,883	122,033	127,183	132,333	134,348
Lunch/Food Service Expense					
Supplies & Materials	1,476	1,541	1,607	1,672	1,697
Food	310,046	323,708	337,369	351,030	356,375
Total Lunch/Food Service Expense	311,523	325,249	338,975	352,701	358,072
Extra Curricular Expense					
Supplies & Materials	14,764	15,415	16,065	16,716	16,970
Professional Services	20,651	21,271	21,909	22,566	23,243
Other Expense	6,180	6,365	6,556	6,753	6,956
Total Extra Curricular Expense	41,596	43,051	44,531	46,035	47,169
Other Capital Expense					
Equipment Rental	33,599	34,607	35,645	36,715	37,816
Equipment Purchase	10,300	10,609	10,927	11,255	11,593
Computer Hardware	84,460	86,994	89,604	92,292	95,060
Computer Software	41,208	42,444	43,718	45,029	46,380
Total Other Capital Expense	169,567	174,654	179,894	185,291	190,849
Debt Service Interest Expense					
Loan payments	10,417				
Total Debt Service Interest Expense	10,417	0	0	0	0
Total Expense	4,597,297	4,946,808	5,136,883	5,352,382	5,563,679
Net Ordinary Income	300,481	167,026	193,005	193,562	67,331
Depreciation Expense					
Net Income	300,481	167,026	193,005	193,562	67,331
add back depreciation					
Beginning Cash	218,598	529,496	696,522	889,527	1,083,089
Net Income	300,481	167,026	193,005	193,562	67,331
Debt Service Principal Payments	10,417				
Ending Cash	529,496	696,522	889,527	1,083,089	1,150,420

Fall Creek Academy
2013-2014 Budget - Year 0

ADM Current 456.5 (Projected ADM Updated 7/25/13	Jul-13 Budget	Aug-13 Budget	Sep-13 Budget	Oct-13 Budget	Nov-13 Budget	Dec-13 Budget	Jan-14 Budget	Feb-14 Budget	Mar-14 Budget	Apr-14 Budget	May-14 Budget	Jun-14 Budget	13-14 Budget	Fall Cr Projection
INCOME														
3111 Basic Grant	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	3,506,922	3,506,922
3114 Summer school	-	-	-	-	-	-	-	-	-	-	-	18,000	18,000	18,000
State Basic Support	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	292,244	310,244	3,524,922	3,524,922
5300 Common School Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Common School Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1611 Student Lunch	-	500	500	500	500	500	500	500	500	500	500	-	5,000	5,000
3151 State Matching Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4291 Federal Lunch Program	-	-	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	23,500	235,000	235,000
4292 Federal Breakfast Reimb	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4294 Summer School Reimburs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Lunch Revenue	-	500	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	24,000	23,500	240,000	240,000
1920 Foundation Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1920 Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contribution Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4514 Title I	-	29,925	29,925	29,925	29,925	29,925	29,925	29,925	29,925	29,925	29,925	-	299,250	299,250
4514 Title I School Improvement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4599 TIF/TAP Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4990 Title II	-	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	3,340	-	33,400	33,400
3214 Early Intervention Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3221 Full Day Kindergarten	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000	120,000
4581 Charter School Facilities G	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4222 Federal Special Ed	-	-	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	4,966	49,660	49,660
State/Federal Grants	10,000	43,265	48,231	48,231	48,231	48,231	48,231	48,231	48,231	48,231	48,231	14,966	502,310	502,310
1510 Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1942 Textbook Fees	-	500	1,500	2,000	500	-	-	-	-	-	-	-	4,500	4,500
3910 Textbook Reimbursement	-	-	-	-	-	-	-	-	15,000	-	-	-	15,000	15,000
3210 Summer School Reimburs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1741 Student Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1999 E-Rate/Other Income	-	-	-	-	-	-	-	-	-	-	-	60,000	60,000	60,000
1994 Overpayments/ Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	-	500	1,500	2,000	500	-	-	-	15,000	-	-	60,000	79,500	79,500
Total Income	302,244	336,509	365,975	366,475	364,975	364,475	364,475	364,475	379,475	364,475	364,475	408,710	4,346,732	4,346,732
EXPENSES	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	13-14 Budget	
Instructional Expenses														
11050.110 Certified Salaries	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000	72,000
11100.110 Certified Salaries	52,875	52,875	52,875	52,875	52,875	52,875	52,875	52,875	52,875	52,875	52,875	52,875	634,500	634,500
11100.120 Non-Cert Salaries	14,750	14,750	14,750	14,750	14,750	14,750	14,750	14,750	14,750	14,750	14,750	14,750	177,000	177,000
11200.110 Certified Salaries	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,337	220,000	220,000
11200.120 Non-Certified Salarie	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,083	5,087	61,000	61,000
11300.110 Certified Salaries	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	229,500	229,500
11300.120 Non-Cert Salaries	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000	58,000
11050/11100/11200/11300 Bonu	-	-	-	-	-	-	-	-	-	-	-	18,000	18,000	18,000
Salaries & Wages	120,999	120,999	120,999	120,999	120,999	120,999	120,999	120,999	120,999	120,999	120,999	139,007	1,470,000	1,470,000
xxxxx.214/216/290 PERF/TRF E	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	9,075	10,425	110,250	110,250
xxxxx.211/212 Payroll Taxes	9,257	9,257	9,257	9,257	9,257	9,257	9,257	9,257	9,257	9,257	9,257	10,628	112,455	112,455
xxxxx.222 Employee Ins	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,838	12,832	154,050	154,050
xxxxx.230 Unemploy Tax	250	1,000	500	-	-	-	4,500	4,500	2,500	2,500	-	-	15,750	15,750
Payroll Taxes & Benefits	31,420	32,170	31,670	31,170	31,170	31,170	35,670	35,670	33,670	33,670	31,170	33,885	392,505	392,505
11100.611 Classroom Supplies	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	31,000	31,000

Community Charter Network Prospectus

ADM Current 456.5 (Projected ADM Updated 7/25/13	Jul-13 Budget	Aug-13 Budget	Sep-13 Budget	Oct-13 Budget	Nov-13 Budget	Dec-13 Budget	Jan-14 Budget	Feb-14 Budget	Mar-14 Budget	Apr-14 Budget	May-14 Budget	Jun-14 Budget	13-14 Budget	Fall Cr Projection
11200.611 Classroom Supplies	750	750	750	750	750	750	750	750	750	750	750	750	9,001	9,001
11300.611 Classroom Supplies	833	833	833	833	833	833	833	833	833	833	833	833	10,001	10,001
11100.630/735 Textbooks	9,300	9,300	9,300	3,100	-	-	-	-	-	-	-	-	31,000	31,000
11200.630/735 Textbooks	2,700	2,700	2,700	900	-	-	-	-	-	-	-	-	9,000	9,000
11300.630/735 Textbooks	3,000	3,000	3,000	1,000	-	-	-	-	-	-	-	-	10,000	10,000
Supplies/Materials/Equipment	19,167	19,167	19,167	9,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	100,002	100,002
11100.311 Substitute Teacher	930	930	930	930	930	930	930	930	930	930	930	930	11,160	11,160
11200.311 Substitute Teacher	270	270	270	270	270	270	270	270	270	270	270	270	3,240	3,240
11300.311 Substitute Teacher	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600
11100.319 College Program	-	-	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	24,000	24,000
11100.319 Afterschool Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12610.319 Special Ed Services	-	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500	49,500
Professional Services	1,500	6,000	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	91,500	91,500
22130.312 Staff Training	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	24,000
22130.580 Travel	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	15,000
Training Expenses	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	39,000	39,000
11100.311 Class Trip	388	388	388	388	388	388	388	388	388	388	388	388	4,650	4,650
11200.311 Class Trip	113	113	113	113	113	113	113	113	113	113	113	113	1,350	1,350
11300.311 Class Trip	125	125	125	125	125	125	125	125	125	125	125	125	1,500	1,500
11100.580 Class Trip Transp	248	248	248	248	248	248	248	248	248	248	248	372	3,100	3,100
11200.580 Class Trip Transp	72	72	72	72	72	72	72	72	72	72	72	108	900	900
11300.580 Class Trip Transp	80	80	80	80	80	80	80	80	80	80	80	120	1,000	1,000
Other Expenses	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,025	1,225	12,500	12,500
Total Instructional Expense	177,361	182,611	184,511	174,011	169,011	169,011	173,511	173,511	171,511	171,511	169,011	189,934	2,105,506	2,105,507
General & Administrative														
24100.110 Certified Admin Salar	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	23,125	277,500	277,500
24100.120 Non-Cert Admin Sala	15,167	15,163	15,167	15,167	15,167	15,167	15,167	15,167	15,167	15,167	15,167	15,167	182,000	182,000
24100.110 Challenge Found. Fe	-	-	-	-	-	-	-	-	-	-	-	30,500	30,500	30,500
Salaries & Wages	38,292	38,288	38,292	38,292	38,292	38,292	38,292	38,292	38,292	38,292	38,292	68,792	490,000	490,000
xxxxx.214/216 PERF/TRF Exper	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	2,872	5,158	36,750	36,750
xxxxx.211/212 Payroll Taxes	2,929	2,929	2,929	2,929	2,929	2,929	2,929	2,929	2,929	2,929	2,929	5,266	37,485	37,485
xxxxx.220 Employee Ins	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,633	2,637	31,600	31,600
Payroll Taxes & Benefits	8,434	8,434	8,434	8,434	8,434	8,434	8,434	8,434	8,434	8,434	8,434	13,061	105,835	105,835
24100.532 Postage	425	425	425	425	425	425	425	425	425	425	425	425	5,100	5,100
24100.550 Printing	400	400	400	400	400	400	400	400	400	400	400	400	4,800	4,800
24100.611 Supplies	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	18,000
26400.440 Equip Rent	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	33,600	33,600
Supplies/Materials/Equip	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	5,125	61,500	61,500
23150.318 Legal Fees	500	500	500	500	500	500	500	500	500	500	500	500	6,000	6,000
24100.319 Prof Services	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	7,800	93,600	93,600
24100.319 BSU Fees	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,767	8,768	8,768	8,768	8,768	105,208	105,208
25150.314 Payroll Services	500	500	500	500	500	500	500	500	500	500	500	500	6,000	6,000
25160.319 Accting Fees	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	60,000
25195.871 Bank Fees	25	25	25	25	25	25	25	25	25	25	25	25	300	300
26400.430 Equip Mtnc/Repair	100	100	100	100	100	100	100	100	100	100	100	100	1,200	1,200
Professional Services	22,692	22,692	22,692	22,692	22,692	22,692	22,692	22,692	22,693	22,693	22,693	22,693	272,308	272,308
23220.540 Advertising	1,000	1,000	-	-	-	-	-	-	-	1,000	1,000	-	4,000	4,000
23220.611 Marketing Supplies	250	250	-	-	-	-	-	-	-	500	500	-	1,500	1,500
Community Relations	1,250	1,250	-	-	-	-	-	-	-	1,500	1,500	-	5,500	5,500
24100.580 Travel	100	100	100	100	100	100	100	100	100	100	100	100	1,200	1,200
24100.810 Dues	-	500	500	500	500	500	500	500	500	500	500	-	5,000	5,000

ADM Current 456.5 (Projected ADM Updated 7/25/13	Jul-13 Budget	Aug-13 Budget	Sep-13 Budget	Oct-13 Budget	Nov-13 Budget	Dec-13 Budget	Jan-14 Budget	Feb-14 Budget	Mar-14 Budget	Apr-14 Budget	May-14 Budget	Jun-14 Budget	13-14 Budget	Fall Cr Projection
25191.876 Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25720.319 Recruiting Fees	-	-	33,600	-	-	-	-	-	-	-	1,500	1,500	36,600	36,600
Other Expenses	100	600	34,200	600	600	600	600	600	600	600	2,100	1,600	42,800	42,800
Total General/Admin	75,893	76,389	108,743	75,143	75,143	75,143	75,143	75,143	75,144	76,644	78,144	111,271	977,943	977,943
Facilities Expense														
46000.730 Equip	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	-	10,000	10,000
26200.611 Janitorial Supplies	3,000	3,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	21,000	21,000
Supplies/Materials/Equip	3,000	4,000	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	1,500	31,000	31,000
45500.440 Rent	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	126,804	126,804
45100.450 Leasehold Impr (Port	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rent/Leasehold Improvements	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	10,567	126,804	126,804
26200.120 Maintenance Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26200.211 Maintenance Payroll	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26200.319 Professional Service	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	12,000
26200.420 Cleaning Services	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	60,000
26200.430 Bldg Mtnc/Repairs	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	36,000
26200.412 Trash Removal	360	360	360	360	360	360	360	360	360	360	360	360	4,320	4,320
26300.319 Grounds Mtnc	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000
26600.319 Contracted Security	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	18,000	18,000
26600.430 Security Repairs	125	125	125	125	125	125	125	125	125	125	125	125	1,500	1,500
26600.533 Security Monitoring	2,000	-	-	2,000	-	-	2,000	-	-	2,000	-	-	8,000	8,000
Professional Services	15,485	13,485	13,485	15,485	13,485	13,485	15,485	13,485	13,485	15,485	13,485	13,485	169,820	169,820
24100.531 Telephone	700	700	700	700	700	700	700	700	700	700	700	700	8,400	8,400
26200.621 Electricity	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	5,750	69,000	69,000
26200.622 Gas	650	650	650	650	650	650	650	650	650	650	650	650	7,800	7,800
26200.411 Water/Sewer	500	500	500	500	500	500	500	500	500	500	500	500	6,000	6,000
Utilities	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	7,600	91,200	91,200
26700.520 Insurance	6,000	-	-	6,000	-	-	6,000	-	-	6,000	-	-	24,000	24,000
26700.624 Treas Bond	-	-	400	-	400	-	-	-	-	-	-	-	800	800
Insurance Expense	6,000	-	400	6,000	400	-	6,000	-	-	6,000	-	-	24,800	24,800
Total Facilities Expense	42,652	35,652	34,552	42,152	34,552	34,152	42,152	34,152	34,152	42,152	34,152	33,152	443,624	443,624
Technology Expense														
46000.747 Software	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	40,008	40,008
46000.741 Computers	30,000	30,000	22,000	-	-	-	-	-	-	-	-	-	82,000	82,000
Supplies/Materials/Equip	33,334	33,334	25,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	3,334	122,008	122,008
22360.430 Tech Mtnc/Repair	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000	36,000
22360.744 Internet Service	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	60,000
Professional Services	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	96,000	96,000
Total Technology	41,334	41,334	33,334	11,334	11,334	11,334	11,334	11,334	11,334	11,334	11,334	11,334	218,008	218,008
Debt Retirement														
Common School Loan Repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Construction Loan Repayment	15,262	15,262	15,262	15,262	15,262	15,262	10,562	10,562	10,562	10,562	10,562	10,562	154,940	154,940
School Lunch														
31400.614 Food Purchases	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000	240,000
31900.614 Other Food Purchase	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	12,000
31200.611 Kitchen Supplies	100	100	100	100	100	100	100	100	100	100	100	100	1,200	1,200
Total School Lunch	21,100	21,100	21,100	21,100	21,100	21,100	21,100	21,100	21,100	21,100	21,100	21,100	253,200	253,200
Athletics/ECA														

ADM Current 456.5 (Projected ADM Updated 7/25/13	Jul-13 Budget	Aug-13 Budget	Sep-13 Budget	Oct-13 Budget	Nov-13 Budget	Dec-13 Budget	Jan-14 Budget	Feb-14 Budget	Mar-14 Budget	Apr-14 Budget	May-14 Budget	Jun-14 Budget	13-14 Budget	Fall Cr Projection
33990.319 Refs/Prof Services	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	1,671	20,050	20,050
33990.611 Supplies/Uniforms	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000	12,000
33990.510 Transportation	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000
33990.810 Dues & Fees	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000
Total Athletics/ECA	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	3,171	38,050	38,050
Transportation	-	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	-	95,000	95,000
Total Expense	376,773	385,019	410,173	351,673	339,073	338,673	346,473	338,473	336,474	345,974	336,974	380,523	4,286,271	4,286,272
Net Income	(74,529)	(48,510)	(44,198)	14,802	25,902	25,802	18,002	26,002	43,001	18,501	27,501	28,186	60,461	60,461
Beginning Cash Balance	216,463	141,934	93,424	49,226	64,027	89,929	115,731	133,733	159,735	202,736	221,237	248,738	216,463	216,463
Net Income	(74,529)	(48,510)	(44,198)	14,802	25,902	25,802	18,002	26,002	43,001	18,501	27,501	28,186	60,461	60,461
Ending Cash Balance	141,934	93,424	49,226	64,027	89,929	115,731	133,733	159,735	202,736	221,237	248,738	276,924	276,924	276,924

Community Charter Network | Prospectus

CCNS
2014-2015 Budget

ADM Current 475 (Projected ADM 565) Updated 8/30/13	Jul-14 Budget	Aug-14 Budget	Sep-14 Budget	Oct-14 Budget	Nov-14 Budget	Dec-14 Budget	Jan-15 Budget	Feb-15 Budget	Mar-15 Budget	Apr-15 Budget	May-15 Budget	Jun-15 Budget	14-15 Budget	Fall Cr Projection
INCOME														
3111 Basic Grant	336,109	336,109	336,109	336,109	336,109	336,109	336,109	336,109	336,109	336,109	336,109	336,109	4,033,306	4,033,306
3114 Summer school	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Basic Support	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**336,109**	**4,033,306**	**4,033,306**
5300 Common School Loan	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Common School Loan	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
1611 Student Lunch	-												-	
3151 State Matching Funds	-	-		-				-	-		-		-	
4291 Federal Lunch Program	-	-	28,668	28,668	28,668	28,668	28,668	28,668	28,668	28,668	28,668	28,668	286,682	286,682
4292 Federal Breakfast Reimb	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4294 Summer School Reimburseme	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Lunch Revenue	**-**	**-**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**28,668**	**286,682**	**286,682**
1920 Foundation Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1920 Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Contribution Income	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
4514 Title I	-	35,746	35,746	35,746	35,746	35,746	35,746	35,746	35,746	35,746	35,746	-	357,457	357,457
4514 Title I School Improvement (SI	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4599 TIF/TAP Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4990 Title II	-	3,990	3,990	3,990	3,990	3,990	3,990	3,990	3,990	3,990	3,990	-	39,897	39,897
3214 Early Intervention Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3221 Full Day Kindergarten	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	103,200	103,200
4581 Charter School Facilities Grar	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4222 Federal Special Ed	-	-	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	5,932	59,319	59,319
State/Federal Grants	**8,600**	**48,335**	**54,267**	**54,267**	**54,267**	**54,267**	**54,267**	**54,267**	**54,267**	**54,267**	**54,267**	**14,532**	**559,873**	**559,873**
1510 Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
1942 Textbook Fees	-					-		-					-	
3910 Textbook Reimbursement	-	-	-	-	-	-	-	-	17,918	-	-	-	17,918	17,918
3210 Summer School Reimburseme	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1741 Student Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1999 E-Rate/Other Income	-	-	-	-	-	-	-	-	-	-	-		-	-
1994 Overpayments/ Refunds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Income	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**17,918**	**-**	**-**	**-**	**17,918**	**17,918**
Total Income	**344,709**	**384,444**	**419,044**	**419,044**	**419,044**	**419,044**	**419,044**	**419,044**	**436,962**	**419,044**	**419,044**	**379,309**	**4,897,779**	**4,897,779**

EXPENSES	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	14-15 Budget	
Instructional Expenses														
11050/11100.110/120 Salaries	71,140	71,140	71,140	71,140	71,140	71,140	71,140	71,140	71,140	71,140	71,140	71,140	853,677	853,677
11200.110/120 Salaries	23,408	23,408	23,408	23,408	23,408	23,408	23,408	23,408	23,408	23,408	23,408	23,408	280,894	280,894
11300.110/120 Salaries	52,281	52,281	52,281	52,281	52,281	52,281	52,281	52,281	52,281	52,281	52,281	52,281	627,376	627,376
Salaries & Wages	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**146,829**	**1,761,947**	**1,761,947**
xxxxx Taxes & Benefits	37,441	37,441	37,441	37,441	37,441	37,441	37,441	37,441	37,441	37,441	37,441	37,441	449,297	449,297
Payroll Taxes & Benefits	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**37,441**	**449,297**	**449,297**
11100.611 Classroom Supplies	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	2,533	30,396	30,396
11200.611 Classroom Supplies	761	761	761	761	761	761	761	761	761	761	761	761	9,130	9,130
11300.611 Classroom Supplies	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	1,737	20,841	20,841
11100.630/735 Textbooks	7,599	7,599	7,599	7,599									30,396	30,396
11200.630/735 Textbooks	2,283	2,283	2,283	2,283	-	-	-	-	-	-	-	-	9,130	9,130

11300.630/735 Textbooks	5,210	5,210	5,210	5,210	-	-	-	-	-	-	-	-	20,840	20,840
Supplies/Materials/Equipment	**20,122**	**20,122**	**20,122**	**20,122**	**5,031**	**5,031**	**5,031**	**5,031**	**5,031**	**5,031**	**5,031**	**5,031**	**120,733**	**120,733**
11100.311 Substitute Teacher	912	912	912	912	912	912	912	912	912	912	912	912	10,943	10,943
11200.311 Substitute Teacher	274	274	274	274	274	274	274	274	274	274	274	274	3,287	3,287
11300.311 Substitute Teacher	625	625	625	625	625	625	625	625	625	625	625	625	7,502	7,502
11100.319 College Program	-	-	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	5,002	50,015	50,015
11100.319 Afterschool Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12610.319 Special Ed Services	-	5,537	5,537	5,537	5,537	5,537	5,537	5,537	5,537	5,537	5,537	5,537	60,902	60,902
Professional Services	**1,811**	**7,348**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**12,349**	**132,649**	**132,649**
22130.312 Staff Training	2,060	2,060	2,060	2,060	2,060	2,060	2,060	2,060	2,060	2,060	2,060	2,060	24,720	24,720
22130.580 Travel	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	1,288	15,450	15,450
Training Expenses	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**3,348**	**40,170**	**40,170**
11100.311 Class Trip	633	633	633	633	633	633	633	633	633	633	633	633	7,599	7,599
11200.311 Class Trip	190	190	190	190	190	190	190	190	190	190	190	190	2,282	2,282
11300.311 Class Trip	434	434	434	434	434	434	434	434	434	434	434	434	5,210	5,210
Other Expenses	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**1,258**	**15,091**	**15,091**
Total Instructional Expense	**210,809**	**216,345**	**221,347**	**221,347**	**206,255**	**206,255**	**206,255**	**206,255**	**206,255**	**206,255**	**206,255**	**206,255**	**2,519,887**	**2,519,887**
General & Administrative														
24100.110 Admin Salary	28,472	28,472	28,472	28,472	28,472	28,472	28,472	28,472	28,472	28,472	28,472	28,472	341,663	341,663
Salaries & Wages	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**28,472**	**341,663**	**341,663**
xxxxx.Taxes & Benefits	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	7,260	87,124	87,124
Payroll Taxes & Benefits	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**7,260**	**87,124**	**87,124**
24100.611 Supplies	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	2,370	28,440	28,440
26400.440 Equip Rent	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	33,599	33,599
Supplies/Materials/Equip	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**5,170**	**62,039**	**62,039**
24100.319 Prof Services	16,317	16,317	16,317	16,317	16,317	16,317	16,317	16,317	16,317	16,317	16,317	16,317	195,803	195,803
24100.319 Authorizer Fee	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	10,083	120,999	120,999
Professional Services	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**26,400**	**316,802**	**316,802**
23220.611 Marketing Supplies	1,000	1,000	-	-	-	-	-	-	-	1,832	1,833	-	5,665	5,665
Community Relations	**1,000**	**1,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**1,832**	**1,833**	**-**	**5,665**	**5,665**
Other Expense	4,111	4,111	4,111	4,111	4,111	4,111	4,111	4,111	4,111	4,111	4,111	4,111	49,337	49,337
Other Expenses	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**4,111**	**49,337**	**49,337**
Total General/Admin	**72,414**	**72,414**	**71,414**	**71,414**	**71,414**	**71,414**	**71,414**	**71,414**	**71,414**	**73,246**	**73,247**	**71,414**	**862,630**	**862,630**
Facilities Expense														
46000.730 Equip	-	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	-	10,300	10,300
26200.611 Janitorial Supplies	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	1,803	21,630	21,630
Supplies/Materials/Equip	**1,803**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**2,833**	**1,803**	**31,930**	**31,930**
45500.440 Rent	14,734	14,734	14,734	14,734	14,734	14,734	14,734	14,734	14,734	14,734	14,734	14,734	176,804	176,804
45100.450 Leasehold Impr (Portabl	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Rent/Leasehold Improvements	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**14,734**	**176,804**	**176,804**
26200.120 Maintenance Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26200.211 Maintenance Payroll Tax	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26200.319 Professional Services	14,205	14,205	14,205	14,205	14,205	14,205	14,205	14,205	14,205	14,205	14,205	14,205	170,465	170,465
26200.412 Trash Removal	396	396	396	396	396	396	396	396	396	396	396	396	4,752	4,752
Professional Services	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**14,601**	**175,217**	**175,217**
24100.531 Telephone	770	770	770	770	770	770	770	770	770	770	770	770	9,240	9,240
26200.621 Electricity	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	75,900	75,900
26200.622 Gas	715	715	715	715	715	715	715	715	715	715	715	715	8,580	8,580
26200.411 Water/Sewer	550	550	550	550	550	550	550	550	550	550	550	550	6,600	6,600
Utilities	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**8,360**	**100,320**	**100,320**
26700.520 Insurance	6,386	-	-	6,386	-	-	6,386	-	-	6,386	-	-	25,544	25,544

Insurance Expense	6,386	-	-	6,386	-	-	6,386	-	-	6,386	-	-	25,544	25,544
Total Facilities Expense	45,884	40,528	40,528	46,914	40,528	40,528	46,914	40,528	40,528	46,914	40,528	39,498	509,815	509,815
Technology Expense														
46000.747 Software	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	41,208	41,208
46000.741 Computers	30,000	30,000	24,460	-	-	-	-	-	-	-	-	-	84,460	84,460
Supplies/Materials/Equip	33,434	33,434	27,894	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	3,434	125,668	125,668
22360.430 Tech Mtnc/Repair	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	37,080	37,080
22360.744 Internet Service	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	5,150	61,800	61,800
Professional Services	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	8,240	98,880	98,880
Total Technology	41,674	41,674	36,134	11,674	11,674	11,674	11,674	11,674	11,674	11,674	11,674	11,674	224,548	224,548
Debt Retirement														
Common School Loan Repayment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Construction Loan Repayment	10,417												10,417	10,417
School Lunch														
31400.614 Food Purchases	25,837	25,837	25,837	25,837	25,837	25,837	25,837	25,837	25,837	25,837	25,837	25,837	310,046	310,046
31900.614 Other Food Purchases	-	-	-	-	-	-	-	-	-	-	-	-	-	
31200.611 Kitchen Supplies	123	123	123	123	123	123	123	123	123	123	123	123	1,476	1,476
Total School Lunch	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	25,960	311,522	311,522
Athletics/ECA														
33990.319 Refs/Prof Services	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	1,721	20,651	20,651
33990.611 Supplies/Uniforms	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	1,230	14,764	14,764
33990.510 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	
33990.810 Dues & Fees	515	515	515	515	515	515	515	515	515	515	515	515	6,180	6,180
Total Athletics/ECA	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	3,466	41,595	41,595
Transportation	-	11,688	11,688	11,688	11,688	11,688	11,688	11,688	11,688	11,688	11,688	-	116,883	116,883
Total Expense	410,623	412,075	410,537	392,463	370,985	370,985	377,371	370,985	370,985	379,203	372,818	358,267	4,597,297	4,597,297
Net Income	(65,914)	(27,631)	8,508	26,582	48,059	48,059	41,673	48,059	65,977	39,841	46,226	21,042	300,482	300,482
Beginning Cash Balance	216,463	150,549	122,918	131,425	158,007	206,066	254,126	295,799	343,858	409,835	449,677	495,903	216,463	216,463
Net Income	(65,914)	(27,631)	8,508	26,582	48,059	48,059	41,673	48,059	65,977	39,841	46,226	21,042	300,482	300,482
Ending Cash Balance	150,549	122,918	131,425	158,007	206,066	254,126	295,799	343,858	409,835	449,677	495,903	516,945	516,945	516,945